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CHINESE-MANDARIN FOR SECONDARY SCHOOL, PART 1--TEACHER'S HANDBOOK.

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THIS TEACHER'S HANDBOOK IS FOR LANGUAGE LABORATORY INSTRUCTION IN MANDARIN CHINESE IN SECONDARY SCHOOLS. THE MATERIALS ARE PLANNED ACCORDING TO THE CHINESE CURRICULUM ADOPTED BY THE ADVISORY COMMITTEE ON CHINESE LANGUAGE INSTRUCTION IN CALIFORNIA PUBLIC SCHOOLS, AND CONSTITUTE THE FIRST LEVEL OF A 4-YEAR SEQUENCE TO BE USED BY NINTH-GRADE STUDENTS. FIFTEEN UNITS ARE PLANNED FOR TWO SEMESTERS' INSTRUCTION. EACH UNIT CONSISTS OF (1) A BRIEF ENGLISH EXPLANATION OF THE SITUATION, (2) A CUE SHEET, (3) A DIALOG, (4) A SUMMARY OF THE CONTENTS OF THE UNIT, (5) THE SOUNDS, (6) VOCABULARY, (7) STRUCTURAL PATTERNS, (8) NOTES, (9) DRILLS OF FLUENCY, REPETITION, SUBSTITUTION, REPLACEMENT, RESPONSE, AND DIRECTED CONVERSATION, (10) DIALOG EXPANSION, (11) NARRATION, (12) RHYMES, AND (13) PROGRESS EVALUATION. (FOR THE STUDENT'S HANDBOOK SEE ED 010 455.) (6C)

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TEACHER'S HANDBOOK

CHINESE - MANDARIN TEACHING
MATERIAL DEVELOPMENT PROJECT
SAN FRANCISCO STATE COLLEGE

I. INTRODUCTION

Recent world events have brought into sharp focus the need for America to balance the emphases in her education between Western and Afro-Asian cultures. Among the Afro-Asian cultures, the culture of China has particularly drawn the attention of the educators. American leaders recognize the practical necessity and intellectual value of studying the experience of one-fourth of mankind who have tried to live together wisely and peaceably for three thousand years. It is further recognized that the Chinese language is a door to the minds of all eastern Asian peoples because the writing system used for Chinese has been the basis for the written languages of 90 million Japanese and 30 million Koreans, and has exerted decisive influence on many of the languages of Southeast Asia. Consequently, Chinese is listed among the six critical languages to be given top priority in the foreign language development program under the National Defense Education Act of 1958*

Yet, with all its significance recognized, the teaching of Chinese in the United States has been greatly hindered by the lack of suitable instructional material. The paucity of secondary-level material in Chinese is particularly acute. In order to meet a widely felt need, the U. S. Office of Education under the National Defense Education Act, Title VI, awarded a contract to San Francisco State College to

* See Position Statement of the Advisory Committee on Chinese Language Instruction in California Public Schools, California Schools, XXXIII, No. 9 (September, 1962), 341.

develop the first level of instructional materials in Mandarin suitable for secondary school students. The staff of this project began work in September 1961 and have completed a preliminary draft ready for pilot-testing and revision during the 1962-63 academic year.

II. BASIC GUIDELINES IN THE DEVELOPMENT OF THESE MATERIALS

Every instructional material is a tool to the instructor. It is necessary for the instructor to know how and for what purpose the tool has been developed and shaped before he can proceed to use it effectively. The following paragraphs will outline very briefly the precise principles of organization and the purposes of this set of materials. As it will become clear presently, the principles observed here are in reality points of common sense shared by all experienced teachers of foreign languages when they try to think through the problem of language teaching and learning. Wherever they may disagree, it is usually because they react to a certain aspect of the task in isolation and out of the force of their habit of learning the written language of their mother tongue, which is drastically different from what goes into the learning of a second language.

The first point of departure for our work in organizing these materials is an assumption, well supported by nearly every foreign language teacher, that a second language can be truly mastered if the process of learning is organized in an effective way. By mastery we mean that the student can command the language, both orally and in writing, as well as does a native speaker with a comparable life experience. With such mastery the student does not confuse or compound his native language concepts with those of the second language but rather his language behavior in the second language conforms to the concepts in that language, naturally and automatically. This, we are positive, can be achieved.

In order to help achieve the above-mentioned goal, we have given due recognition to the various theories and experiments in the psychology of learning. Without attempting here to review any of these widely discussed theories, we believe that all language teachers agree on the need to cultivate first a certain amount of basic, subconscious, muscular reflexes upon which conscious, highly reflective work in any language can be built. We agree on this principle in spite of the possibly wide discrepancies in our opinions regarding the difference between man with his faculty and intelligence and animals of the forest. We agree on this principle because we know that no language can communicate fully, or even adequately for very practical purposes, if its meaning through its sounds or written symbols does not leap immediately to the senses and the mind of the listener-reader. Consequently we have structured drills to establish the most basic sound and syntax patterns in the student's second language habit. The patterns, derived from the natural speech of the native speakers but not prescribed by any one authority -- a grammarian or logician -- are the basic grammar of the language. The student is to absorb the grammar understood in these terms. His mere knowledge of the patterns as rules and his mere ability to recite the rules serves very little purpose.

We can never over-emphasize the difference between learning one's mother tongue and a second language. Much of the difficulty in foreign language teaching stems from this confusion. To begin with, both the teacher and the student at the secondary level have already acquired a deeply entrenched habit of learning their

native language which to them, is but the written language. If they have never truly mastered a second language, or even if they have learned one but had never paused to analyse their experience to identify what part of it had been really effective in helping them to acquire the mastery, they are only too prone to regard language learning as to begin with memorization of vocabulary lists and grammatical rules. But these things only helped them in learning how to write correctly or to analyse what they already know how to speak. They usually overlook the fact that their facility in the language came from a successful absorption of the basic paradigms in their language habit and concept and that vocabulary lists and grammar books only supplemented at certain times their effort of continuous practice in that language.

These are the few fundamental principles behind the organization of our materials. According to these principles we shall suggest to the user of the materials: (1) Stressing the sound and syntax patterns and postponing the introduction of the written symbols are to enable the student to concentrate on one job at a time and the most basic one first lest he fails to make appreciable progress and lose his incentive. (2) Basic grammar consists of pattern analyses which must be used sparingly only to enable the student to perceive and psychologically accept a certain pattern of speech thereby to absorb it more readily. We know that there are students who insist on finding some logic in the basic structure of a language which has no comparable logic with that of their mother tongue. (3) No direct

word-by-word translation is to be used at any time because most of the basic and idiomatic expressions cannot be translated out of the context and any effort to explain a word out of context will, at the beginning stage of learning, only confuse the student and waste the already too limited amount of class time. The student is likely, again out of his habit of learning his native language, to demand such digressive explanations which the teacher must try to resist without disappointing the inquirer. (4) In using the drills the ultimate goal is always the student's absorption of the patterns as living and useful paradigms which they can apply, through analogy to comparable situations by using extended admissible vocabulary items. In other words the end of the drills is free conversation within the vocabulary limit by using the learned patterns freely and correctly.

These suggestions and others converging on them will be repeatedly offered to the teacher. The repetition is intended because often under the pressure of a schedule a teacher does quite the contrary to what he believes to be correct and a constant reminder may contribute to his doing what he really wishes to do in his class. These points constitute the basis for the guidelines adopted by the Chinese Mandarin Teaching Materials Development Project staff at San Francisco State College:*

1. The principle recognizing that language is primarily a series of sounds habitually arranged according to certain

* This is a condensation of several relatively detailed working papers which the Mandarin Project staff prepared for their own use in developing the materials.

conventions to convey meaning underlies the audiolingual approach to language learning. The methods encompassed by this approach have been demonstrated to be effective in foreign language instruction, Chinese being no exception.

2. By audiolingual instruction it is not meant that the student is to learn the speaking skill only but that he is to acquire a fundamental command of the foreign language without which his progress in learning the language will be difficult and slow. If the student learns to comprehend auditorily, speak, read, and write, in this order, he can learn all four skills better and faster.

3. In order to help the student to acquire a foreign linguistic habit, his learning process must involve constant practice and review of any unit of material introduced to him. The material presented in the first unit must reappear constantly in subsequent units until vocabulary and grammatical structure have been absorbed by the student and become his second nature.

4. Proficient reading, not painful decoding, of a printed page in a foreign language is a different skill - though ultimately closely related to them - from auditory comprehension and speech. The effort to acquire the reading ability can best begin after the student has already audiolingually mastered the most basic sentence patterns. Otherwise the student would have to learn too many things at once at the very beginning with the result that he learns nothing well.

III. ORGANIZATION OF THE MATERIALS

The materials are planned according to the Chinese curriculum adopted by the Advisory Committee on Chinese Language Instruction in California Public Schools.* They constitute the first level of a four-year sequence, or, principally, are for the students beginning their study of Chinese in the ninth grade.

There are fifteen units planned for two semesters' instruction, based on sixteen weeks per semester with five periods of instruction per week, each period lasting fifty minutes including language laboratory activities.** While the quantity of materials has been measured carefully and the entire course can be finished by most classes, it is strongly urged that each teacher should gauge the speed of learning of his class and not to be bound mechanically by the pattern of two weeks per unit. The important thing is for the students to learn well.

Each unit consists of the following parts: 1. a brief English explanation of the situation, 2. a cue sheet -- drawings to aid dialogue practice, 3. dialogue, 4. summary of the contents of the unit, 5. the sound, 6. vocabulary, 7. structural patterns, 8. notes, 9. drills, (fluency drills, repetition drill, substitution drill, replacement drill, response drill, directed conversation), 10. dialogue expansion, 11. narration, 12. rhymes, 13. progress evaluation.

* California Schools, XXXIII (September 1962), 347-352

** If the class is scheduled differently, it will be necessary to make certain adjustments in the rate of progression.

Since any printed symbol tends to interfere with the student's concentration on imitating the sounds correctly and memorizing the dialogue aurally, the first four parts are to be issued to the student only after he has completely memorized the dialogue. Meanwhile, the teacher can issue the blank cue sheet (with drawings only) to the students at the very beginning when he explains the situation. Parts 5-13 are for the teacher. The structures and functions of these parts are as follows:

A. Explanation of situation

Complete understanding of the situation is essential.

In this brief description, the meaning of important vocabulary items is already apparent. The teacher needs to explain only about this much before proceeding to present the dialogue.

B. The Cue sheet

The drawings suggest the situation and help the student recall the dialogue. The student may use them for review at home; the teacher may reproduce them on blackboard for exercise in class.

C. Dialogue

This is the core of each unit and has to be memorized. In structuring the dialogues, we have adhered to the following principles:

1. The situations must be selected from the student's real life experience, starting from the most immediate gradually moving toward the less immediate, i.e.,

school, family, community, nation, world.

2. The topics must suit the interest of the American high school student and his Chinese counterpart.
3. The contents must have practical application and flexibility.
4. The sentences chosen must follow a progression in introducing sentence patterns from the most common and simple structures to the more complex. The length of each sentence should not exceed if possible fourteen syllables at this level of learning.
5. Naturalness and liveliness are essential but sometimes this criterion conflicts with the desirability of repeating sentence patterns and vocabulary items. Whenever these two desiderata come into conflict the second prevails. Unnatural speech, however, is never allowed to enter the dialogues.
6. In selecting vocabulary items, distribution and repetition of sounds are also considered. Thus, the student learns the sound system completely and well within the first several units.
7. Chinese cultural elements are introduced wherever there is an opportunity in the dialogues.

It remains to be noted that we have adopted the most commonly used Mandarin and avoided speech features which are peculiar to Peking but not necessarily so beyond the limits of that city. The English translation of the dialogue is a free rendition and

is provided as a cross-checking device to insure complete understanding when the student reviews at home after the unit has been learned. The teacher should refrain from explaining the meaning of individual words out of conversational context. Most students are too ready to piece together individual foreign words according to English sentence patterns; giving them dictionary meanings of the individual words will only encourage them to do so and cause confusion. Furthermore, too many basic expressions in one language cannot be adequately explained in another language without elaborate discourses. For example, the literal meaning of "Goodbye" presents a grave problem to a teacher whose source language contains no such concept as the western God.

It has been observed that the student is often curious about the different meaning of a word when it appears in a different context. When this occurs, it would be helpful for the teacher to point out this phenomenon and contrast the two uses of the same word. But he should not go beyond the meanings already introduced and he should not permit the language class to degenerate into a lexical study of isolated terms. Often the student misidentifies near homonymes or true homonyms as one word. For instance, the words dzài (be at, on, in, etc.) and dzài (again) are easily mistaken by a beginning student as one word. The teacher should contrast and clarify them by giving a few examples: Wǒ dzài jyā li (I am at home); Chíng nǐ dzài shwō (Please say it again). A short drill in these contrasting pairs will suffice, and will serve the purpose much better than ten minutes of explanation in English.

D. Summary

The summary brings together in a nutshell all the points to be learned in the unit. It serves as a reminder to the teacher of the objectives of the unit and in reviewing it he will know what points need reinforcing and further drill. It also serves as a check list for the student to review before going on to the next unit.

E. The sounds

A brief analysis of Chinese Mandarin sounds will be found in the next section of this general introduction. In each unit the sounds introduced are listed to call the teacher's attention to them so that he will drill the students with them. Special sound and tonal variations are noted in this part which will aid the teacher in his effort to correct the students. No separate sound drills have been structured because we believe that each utterance in the unit is a sound drill, and that adequate sound drills are already in the natural utterances incorporated in the dialogue and structure drills.

F. Vocabulary

With a general analysis of word functions in Mandarin already included in the handbook (see next section), this part of each unit will only include the common meanings of the vocabulary items as they appear in the context of the dialogue. Special idiomatic usage is noted. The few selected supplementary vocabulary items used in the drills are also incorporated in these vocabulary notes.

G. Structural patterns

Only what is most practical and useful in helping the teacher to explain the patterns to the student has been included in this part. The teacher normally does not explain grammar at all. When necessary, however, he makes use of simple diagrams on blackboard to show the student how words are fitted together. He erases the diagrams immediately to go on with his drill to fix the patterns not in the student's mind, but in his ears. The simple grammatical explanation provided in this part will suffice to aid the teacher (and the student if necessary) to understand the dialogue and its adaptation. Any really systematic explication of Chinese grammar belongs to a different stage of study.

H. Notes

A certain amount of cultural information and appropriate teaching activities are suggested in the notes to each unit. The teacher may use these notes and other supplementary cultural material in his explanation of the basic situation when he introduces the dialogue. It is clear that the teacher will need to use English for this purpose; hence, he must caution himself not to give a long lecture on the Chinese abacus or chopsticks. If need be, he may take a minute or two at the end of each class to talk about these things, making it an activity separate from the principal task of language learning. Don't let the students keep asking questions during the drill sessions; that will take

up all the precious time there is for language learning.

Explain enough about cultural matters but don't attempt to give the students the entire range of Chinese history and the names of all the emperors since 1200 B.C. Cultural subtlety and complexity that are part of the language are intriguing; they will tempt you and your good students but you must resist them, lest not only the class will fail to progress, but you may confuse your students with the complexity and thereby discourage them.

The suggestions on classroom activity and teaching aids are offered because they are considered particularly suitable and useful to the class when studying a particular unit. The teacher will be well advised if he takes notice of them and adapts them to suit his purposes.

I. Drills

Drill is the most essential activity in language learning at the beginning stage. In order to put to best use the drills provided in these materials, it is necessary for us to explain fully their organization and rationale.

The overriding principle that has guided us in preparing these materials is that a foreign language teacher must assist the student to acquire a proper habit of using the target language correctly and flexibly as a native does. This habit cannot be acquired except by a series of carefully structured exercise to be used and absorbed step by step. All drills, however varied they may be, are designed to serve this one and only purpose.

Each drill unit therefore, must have its own clear objective and at the same time be organically integrated into the entire net of drills. A concomitant of these requirements for a good drill is that it must be student-centered; it must involve the students and hold their interest. Only in this way the teacher can harvest another fruit of the drill: discovery of the individual student's weaknesses in order to remedy them with more individual drills.

Monotony and boredom are deadly enemies of drills, and yet they are lurking at the corner of every classroom where a drill is used. The teacher can face these enemies successfully if he exercises his initiative and controls the drills properly. He observes the student's reaction closely and varies the drills making use of training aids and other means available in class. A recorded short folk song in the target language can do wonders to revive interest and reduce fatigue; and it works either with or without the teacher teaching the students to sing after the recording. The keys to the conquest of boredom are (1) fast tempo and (2) great variety.

With these provisos we shall proceed to discuss the arrangement of the drills.

1. Fluency drill

As the name indicates fluency drill is designed to enable the students to master the sound and intonation patterns and acquire a fluency approximating the native

speaker's in handling this unit. The drill uses sentences build-up exercises which provide sufficient repetition of each element in a sentence pattern. The process of learning in this drill is clearly mechanical in that the students repeat without any chance to create. They are not yet capable of creating at this stage. Fluency drill lays the foundation without which future progress is impossible. The satisfaction and reward to the students come when they can actually say the sentences with ease. The feeling of achievement cancels out the monotony of the drill.

2. Repetition drill

Fluency drill enables the student to learn the dialogue by heart. Repetition drill begins to show the student the paradigms in the dialogue by concentrating on one structural element at a time. The student repeats after the teacher each pattern sentence arranged with the basic variations already learned.

3. Substitution drill

The mechanical repetition of the fluency and repetition drills is reduced in the substitution drill. Students are given the opportunity to make use of the things they have learned and fit new vocabulary into sentence patterns they already know. Since Chinese verbs and nouns are not inflected, one major drill area necessary in the study of many other languages is unnecessary in Chinese. Still, the substitution drill remains a valuable drill pattern.

4. Replacement drill

The principle of the drill is the same as that of the substitution drill except that the latter is restricted in the items to be substituted. It is easier for the students to follow the substitution drill. After they have been through the substitution drill, they should be ready to replace more items in similar sentences with greater creativity. It is clear that the students will not be able to do the replacement drill satisfactorily without having well mastered the substitution drill.

5. Response drill

After mastering the earlier drills, all relatively mechanical in application, the students will be eager to try more creative types of exercise. A response drill offers them just such opportunity to be creative. In answering questions the students are expected to use with flexibility all they have learned so far. The teacher's direction and guidance are used to prevent the students from blindly guessing or drawing erroneous analogies. By giving the students cues at appropriate moments the teacher can insure near automatic responses. Natural speed is important. The student is not to be allowed to spend time piecing the words together every time he forms an answer. If he hesitates too long, the teacher must turn to the next student with a similar but not the same question, and then come back to the first student to try again. In a response drill, the teacher may cue

the student in advance (or may shake his head yes or no as he asks the question) thus indicating what response he wishes.

6. Directed conversation

Theoretically the students by now ought to be able to carry on free conversation within the limits of the units they have learned. The problem arises precisely on the question of limitation. The students when given a free reign, either would not know what to say, or would be tempted to try something beyond his limit. The teacher's role is to keep the students within the limit of their learning to avoid frustration and to reinforce what has been learned. Since in earlier drills the student's activities have been more responding to than asking questions, this drill complements the earlier one by requiring the students to ask questions. The focus of activity, then, is extended from teacher-student to teacher-student-student, which is all the more desirable. If successfully manipulated, this drill can serve as a stimulus for the students to carry on this type of exercise among themselves after class.

J. Dialogue expansion

In this part there are examples of how the basic dialogue can be used with variations. After the student has become so familiar with the basic dialogue that he can act out any part of it any time he should be aided to use the parts of the dialogue in parallel but different situations. The

teacher may act out these slightly rearranged questions and answers first alone or with the aid of a student and then instruct two students to repeat the practice.

K. Narration

After Unit I there is a section of narration in each unit. This is arranged for two purposes: to train the students to comprehend the material other than in the basic dialogue form, and to show the students how the dialogue can be adapted to narratives. One possible drawback of the dialogue approach--the students learn only stereotyped sentences without knowing what to do with them if the situation is changed--thus may be averted. The teacher is to recite the narration as a story, once or twice first. Then he is to check to see if the students have understood it. Any English used to tell the meaning of the narration must be a free, never literal, translation of the passage.

The students are to be encouraged to memorize the narration. If this proves difficult at the beginning, the gist of the passage in English (again never literal translation) may be used as a cue to aid the students in their effort to retell it.

L. Rhymes

The rhymes are designed for easy memorization. They must be memorized and recited. The moment the students have heard them, they will find these lines easy to remember.

The various parts of each unit are structured according

to a progression from the simple to the complex with sufficient graduation in between, particularly among the drills. The progression is automatic, but effective learning can only come about if the teacher retains his dynamic role to guide and cue the students at appropriate moments. This role is irreplaceable. As we shall state again in Section VII, General Procedures, of this Handbook, the teacher must never be mechanically bound by these materials. He must sensitively react to the class in varying his use of the drills and the other parts of the material in order to insure optimal learning.

M. Progress evaluation

The test is designed to help the teacher evaluate how much and how well the class has learned from a unit of material. Each part of the test is prefaced by an explanatory note which will aid the teacher in explaining the test to his students before administering it. In the first several units, pronunciation, listening comprehension, and speaking are tested, and the materials are provided on tapes. It is meant that the student's performances are to be recorded for the teacher to analyze after the test, but other suitable devices could be used dependent upon the physical facilities available to the teacher.

In later units writing evaluation is also included. The teacher could reproduce this part for use in testing his class. Where romanization is used in testing the student's reading

fluency, the teacher must make certain that his class has had adequate opportunity to become proficient in identifying the sounds thus transcribed.

IV. THE CHINESE CHARACTERS *

The Chinese characters are presented in a parallel but separate set of material. About the organization and presentation of this material, a few things need to be said.

It is our observation that the learning of the characters can be a task quite separate from the learning of the spoken language; in fact, it could even be separate from the learning of Chinese. A student could, if he so chose, memorize the characters, their sounds and dictionary meaning, without the benefit of syntax and, of course, also without the ability to use the characters proficiently in reading or writing. He would be learning the characters only as objects of art, and clearly our material is not oriented for this purpose.

It is also our belief and experience that after the student has become relatively secure in his command of the basic syntax patterns, his effort to memorize the characters will not hamper his overall progress. On the contrary, by this time knowledge of the characters will enhance his interest in Chinese and aid him in expanding his spoken vocabulary. The student usually finds it very tempting to learn the characters, and many students will claim that their visual memory is better than their auditory memory. It is up to the teacher to take advantage of the student's healthy curiosity about the characters and put it to good use at the appropriate time. For this purpose we suggest the following points to the teacher:

* Condensed from the Work Paper No. 6 of the Chinese-Mandarin Teaching Material Development Project, San Francisco State College.

A. The time to begin introducing the characters

1. It should be after the student has acquired a firm command of the basic sound patterns.
2. It should be after the student has mastered a few basic dialogues.
3. The opportune moment, in our estimation, would be arrived at about the end of the fourth or fifth unit.

B. The approach

1. Start with the few characters selected from the spoken vocabulary already learned.
2. The first selections are based on their characteristics that lend themselves to easy memorization and convenient practice. Hence, the pictographic characters and those most frequently appearing in the dialogues are the first used. In the process of selection, the Project staff also compiled a concordance table, bringing together and cross-checking the vocabulary items used in six elementary Mandarin texts most popularly used in this country.
(Project Work Paper No. 4.) The first selections are among those appearing in all six texts.
3. Further selection of the characters has taken into consideration the semantic, etymological, and phonetic associations between the already learned characters and new characters. Thus, the chain of association is put to effective use in helping the student to memorize the characters.

4. In order to increase the student's opportunity to practice using the characters, he should be encouraged to intermingle romanization with the characters in all his writing exercises until he has learned enough characters to write out all his wishes to say.

C. Methods

1. Mnemonic devices, including etymological and other analyses of the characters, should be freely used to the extent they help the student to remember the characters correctly. Some teachers confuse a truly etymological study with mnemonic devices, but this confusion is not necessary.
2. Students should be encouraged to prepare their own flashcards, with either a picture or an English equivalent on the back. Other visual aids, such as a simple hand tachistoscope or an overhead projector, could be used to train the student to write characters. Introducing the student to the use of Chinese writing brush and ink will enhance interest, and some mention and illustration of the relationship between Chinese calligraphy and painting is very much in order and useful.
3. During the first several weeks of study of the characters, it seems appropriate to introduce only two or three characters per day, using no more than five to ten minutes out of each fifty-minute period. When properly controlled, such exercises could create variety in classroom instruction and reduce the monotony of pattern drill.

4. A few useful reference works on the analysis of Chinese characters are listed in the bibliography at the end of the text.

V. SOME BASIC FACTS ABOUT THE CHINESE LANGUAGE

Like all languages that have their written forms, spoken Chinese predated written Chinese by an unknown number of centuries. There is evidence that spoken Chinese has changed in its sound and syntax patterns more extensively than the changes in the written language throughout the centuries. This is largely because the classical works, some dating back to pre-Christian times, have been kept alive and used as models for the written language through the nineteenth century, and only quite recently was written Chinese brought closer to the vernacular. Since modern spoken Chinese is our most immediate concern, we shall describe the speech first and then turn to examine the written language briefly.

A. The Chinese Sound System and Transcription

Excellent studies are available on the sound system of Mandarin which is relatively simple.¹ There are three basic elements in a Chinese syllable: (1) an initial, or the beginning sound of a syllable, (2) a final, or the ending of a syllable, and (3) a tone, or the pitch and its movement. This is the traditional Chinese analysis accepted by Western linguists as valid.

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1. For instance, see John de Francis, Beginning Chinese (New Haven: Yale University Press, 1946), pp. 1-14; Yuen Ren Chao, Mandarin Primer (Cambridge: Harvard University Press, 1961), Part One, Chapter II and Part two; Charles F. Hockett, Progressive Exercises in Chinese Pronunciation (New Haven: Institute of Far Eastern Languages, Yale University, 1951)

1. Initials

Either a single consonant or a cluster of consonants (some writers prefer to describe these as combinations of consonants and semi-vowels) may serve as an initial.

Sometimes a Chinese syllable appears without it. The following is a tabulated summary of all initials in Mandarin:²

Place	<u>Manner</u>					
	Unaspirated stops	Aspirated stops	Nasals	Fricatives	Voiced Continuants	semi-vowels
Labials	b	p	m	f		w
Dental stops, nasal, and literal	d	t	n		l	
Dental sibilents	dz	ts		s		
Retroflexes	j*	ch*		sh*	r	
Palatals	j**	ch**		s***		y
Gutturals	g	k		h		

* before a, c, r, u, w
 ** before i, y
 *** before y

These sounds approximately resemble the following

American sounds:

b	like the p in <u>spy</u> (without a puff of air following it)
ch (retroflex, aspirated)	pronounced with the tongue curled back and with a puff of air

2. Adapted from Chao, Mandarin Primer, 19.

ch (palatal aspirated)	like the <u>ch</u> in <u>check</u>
d	like the <u>t</u> in <u>stung</u> , without a puff of air
dz	like the <u>dz</u> in <u>adze</u>
f	like the <u>f</u> in <u>fan</u>
g	like the <u>c</u> in <u>scoop</u> (with a puff of air)
h	pronounced at the same position in the mouth as <u>g</u> or <u>k</u> but with greater friction
j (retroflex unaspirated)	like the ch retroflex aspirated above but without a puff of air
j (palatal unaspirated)	as in <u>jeer</u>
k	as in <u>coop</u>
l	as in <u>learn</u>
m	as in <u>man</u>
n	as in <u>no</u>
p	as in <u>pot</u> but with a stronger puff of air
r (retroflex)	as in <u>ran</u> with retracted lips
s	(1) as in <u>sigh</u> (2) pronounced with the tongue against the back of the lower teeth when it is followed by <u>y</u> and its combinations
sh (retroflex)	pronounced with the tongue curled back
t	as in <u>toe</u>
ts	like the <u>ts</u> in <u>its</u>
w	as in <u>wet</u>
y	as in <u>year</u>

2. Finals

A final may be a vowel, a consonant or a vowel-vowel,

or vowel-consonant combination. Some Chinese syllables include only vowels.

a	as in <u>father</u>
ai	as in <u>aisle</u>
an	(1) like the a and n in <u>barn</u> (2) after y <u>an</u> is pronounced <u>en</u> in <u>yen</u>
ang	like the <u>a</u> above and the <u>ng</u> in <u>song</u>
au	as in <u>how</u>
ar	as in <u>car</u>
e	(1) like the o in <u>none</u> (2) after y, <u>yw</u> pronounced as in <u>yet</u>
o	like the o in <u>corn</u>
ei	as in <u>eight</u>
en	like the <u>un</u> in <u>under</u>
eng	as in <u>sung</u>
er	as in <u>her</u>
i	as in <u>machine</u>
in	as in <u>fin</u>
ing	as in <u>sing</u>
ou	as in <u>row</u>
u	as in <u>super</u>
ung	like the <u>oo</u> plus the <u>ng</u> in <u>woing</u>
yu	like the i above pronounced with lips rounded (like French <u>u</u>)
yun	the above <u>yu</u> plus <u>n</u>

In addition, several features of the Mandarin sounds, as transcribed according to the adopted system, should be recognized:

- a. The ou in Mandarin sound transcribed as you is rather like the u in the above list of finals. Consequently the sound resembles the English word "you," especially in the first and second tone.
- b. When wei appears after any initial, the ei resembles that in the English word reigned.
- c. The au sound in yau as a complete syllable or as a component of a syllable represents a sound close to the ow in now.
- d. The retroflex final er appears as an integral and essential part in a number of regular syllables. When it appears as a suffix, then it is represented by r which forms a part of the preceding syllable. Since these units are based on the most commonly used standard Gwoyu (national speech), the typical Peking use of retroflex suffix r is not followed in every case.
- e. Chr, jr, shr are retroflex sounds not occurring in English. These syllables are all produced in the same place as the American English r. One essential difference is that the American English r is produced with some lip-rounding; this is absent in Chinese. The r in the romanization represents the vowel heard in these syllables; it is produced at exactly the same place in the mouth as the initials. By the same token in sz and tsz, z represents the vowel which is pronounced at the same place as the initials s and ts. (Dz strictly speaking should be dzz but the second z is omitted for aesthetic reasons.)

3. Tones

Although in English the pitch movement is not an integral element of a single morpheme, pitch differences may still affect the meaning of an utterance. The simple English word yes could be so pronounced as to suggest a straightforward assent, or a question, or some skepticism, depending on whether it is pronounced with a tone of finality, or a rising tone, or in a long-drawn-out Ye-es dipping somewhat in the middle of the pitch-movement.

The Chinese tone, in this sense, is even more important. Ma pronounced with a level pitch means mother in Chinese; with a rising pitch movement means "hemp"; with a dipping pitch-movement means "horse"; and with a falling pitch-movement means "scold." While in natural speech only the stressed syllables in a sentence are pronounced with clearly identifiable tones, each syllable has, in theory, its own fixed tone. The four tones in Mandarin and the common patterns of variations concerning the third tone are, briefly, as follows:

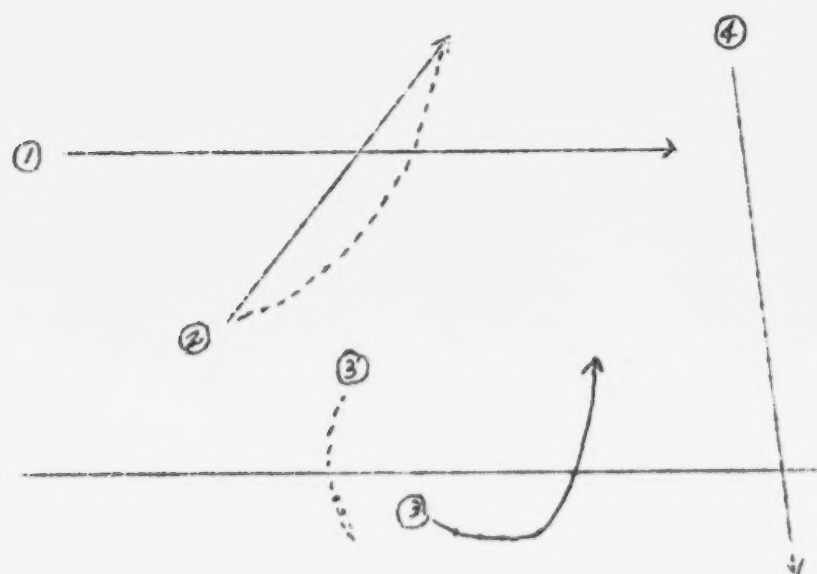
- a. The first tone: high and level ($\bar{}$), tā
- b. The second tone: high and rising ($\acute{}$), shéi
- c. The third tone: ($\sim$) varying according to the following patterns:
 - i. At the end of a phrase or when pronounced in isolation -- low and rising, as dzāu
 - ii. Identical with a second tone when it appears before another third tone syllable; thus

Nĩ dzău becomes Nĩ dzău

iii. Relatively low without the rising ending when it appears before a first, second, or fourth tone (See 3' in diagram below), as in hěn mǎng, lǎushē.

d. The fourth tone: falling from high to low (ˋ) shǐ

The positional descriptions of the tones, i.e., high, low, rising, falling are relative to the voice range of the speaker. On a diagram, the four tones appear as follows:



As an example of the tonal variations when the syllables occur in certain combinations, there is the negative prefix bu in Unit I. Bu is normally pronounced with a falling tone except when it is followed by another

falling tone, in which case, it changes to a rising tone, e.g., bù máng, bú shǐ.

When a syllable is not stressed in a sentence, its tone is less distinct and is commonly referred to as neutral tone or toneless; such a syllable is not marked in the transcription throughout this text. In natural speech, only the tones of a few stressed syllables in any given sentence are clearly identifiable; the rest tend to become more or less neutral.

4. Transcription

The system adopted in this text to transcribe Mandarin sounds is known as the Yale system because it was first developed by specialists associated with Yale University. The system has the advantage of being the most functional one among the several systems commonly used by westerners. Furthermore it is also very close to the Latinized alphabet being promoted in Mainland China. Since such tools as dictionaries and handbooks using the Yale system of transcription are becoming increasingly available and since a proficient user of the Yale system does not find it difficult to learn the Latin alphabet of Mainland China should it become necessary for him to do so we have decided to adopt the Yale system.

Following the practice in English all proper nouns and terms of special significance are spelled with their first letters capitalized, e.g., Jūngwo, Měigwo, Wáng Lǎushǐ.

A polysyllabic word is written together as one word, e.g., lǎushī despite the fact that such a word is composed of two characters in written Chinese. Particles (prefixes, suffixes, etc.) are transcribed together with the words to which they are attached. The words, bù and méi, although adverbs, are also transcribed together with the words they qualify in order to facilitate the reading of the text. Certain words, e.g., numbers in monetary and time units are hyphenated.

B . Chinese Characters

The study of Chinese characters--the written symbols in the Chinese script--is a fascinating subject worthy of a person's life-long pursuit. The appeal of the characters is intensified by the development of Chinese calligraphy which is an established Chinese artistic discipline. Here we shall merely deal with the development of the characters and their structure in the most sketchy manner.*

It is generally accepted that the Chinese writing system began possibly 3000 years ago with pictographic symbols each portraying a concrete object. It was a primitive picture language. Relatively less concrete objects such as

* For further discussion on Chinese script and calligraphy, see: William Willetts, Chinese Art (Penguin, 1958); Chiang Yee, Chinese Calligraphy: An Introduction to Its Aesthetic and Technique (London 1938); Bernard Kalgren, Easy Lessons in Chinese Writing (Stockholm, 1959)

heaven, wind, and thunder were represented by somewhat abstract designs. As the need to record more complex and abstract ideas arose, the basic symbols were combined to form new characters. The basic characters, having been permanently identified with certain sounds, were further borrowed to stand for other ideas, thus creating homonyms and transfers and multiplications of meanings among the characters. Many characters in modern times have lost their original meanings.

A large number of the characters in use today consist of two parts, one indicating the sound and the other supplying the idea. The latter--the signific component of a character--is commonly known as a radical. There are about 214 radicals according to which the entries of a traditional dictionary are classified. The most commonly seen radicals, however, are very limited in number. Lacking a convenient alphabetical system, the traditional lexicographer had to rely upon the radicals as a criterion for the classification of the characters.

C. The Structural Characteristics of Mandarin

The present description of the structure of Mandarin is not intended to be a complete grammar of the language but we hope it will be useful to the teacher if he finds it absolutely necessary to explain certain grammatical features of this language to his students.*

* For detailed discussions on Mandarin grammar see: Y. R. Chao, Mandarin Primer and A Grammar of Spoken Chinese.

1. Words and word functions

There is a common misconception that Chinese is a monosyllabic language. It is true that almost every syllable constitutes a morpheme. However, natural Chinese speech involves more polysyllabic words than monosyllabic ones. In the following discussion on Chinese words we shall use words to refer to syntactical words which may be either monosyllabic basic constituents of the Chinese speech or a polysyllabic combination of two or more morphemes. For example, jwō is a morpheme, while jwōdz is a syntactical word.

In Chinese the position each word occupies in a sentence determines its meaning or function in that sentence. Any forced application of the traditional English parts of speech to Mandarin words can only lead to confusion. Consequently our analysis is based principally on the actual function of each word in a given sentence. The use of such traditional grammatical terms as noun, verb, adverb, is purely a matter of expediency.

a. Noun

A word is a noun if it can appear behind a specifier (jèi - this, nèi - that, něi - which, etc.) or a number plus a specifier. Sometimes a noun may, with or without an adjectival suffix, function as qualifier of another noun, e.g., Jūngwo shū. A noun in a sentence shows no dis-

tion of number, case, or gender.

b. Measure

A measure is a counter or a classifier which appears between a number, or a specifier, and a noun and functions somewhat like the word "bar" in the phrase "a bar of soap." There are a good number of such measures in Chinese each going with a definite noun. These have to be learned individually.

c. Verb

Several groups of words behave like verbs in Chinese. They differ from English verbs in that they have no tense. Hence the Wǒ kàn diànshì in Unit II may mean any of the following things depending upon the context: I (customarily) watch television; I am watching television; I watched television; I am going to watch television. A word is identified as a verb if it in normal use can take the negative adverb bù (or méi in the case of yǒu) and the suffix le. There are also the different functions of transitive and intransitive verbs, depending most frequently upon the objects of the verbs rather than upon the verbs themselves.

i. Action verb

Such common action words as walk, eat,

read, etc., belong to this group. Action verbs are verbs that cannot be modified by adverbs of degree like hěn, gèng, etc.

ii. Compounded verb

There are several types of compounded verbs in Chinese. Each compound can be explained either as a verb plus co-verb construction, or a verb-complement construction (cf. Unit XI, XII). One rather unique type of compounded verb in Chinese is the resultative compound e.g., dzwòwán, where dzwò refers to the action of doing while wán indicates the result of the action--finishing the job. Hence the term resultative.

iii. Auxiliary verb

A number of Chinese verbs function in much the same way as their English equivalents, e.g., néng (be able to) yīnggāi or děi (must). Others whose equivalents in English are regular verbs may also appear as auxiliary verbs in Chinese, e.g., ài (be fond of) ywànyì (be willing to). All auxiliary verbs, actually can be regarded as verbs with the other verbs following them as their objects. Thus Tā néng shwōhwà (He can talk) and Tā ài shwōhwà (He likes to talk) are really

very parallel constructions, with the auxiliary verbs néng and ài functioning as regular verbs and shwōhwà their direct object in both cases. An auxiliary verb does not take the suffix -le and in a choice-type question (cf. Unit II & IV) it is the auxiliary verb that is repeated. For example: Nǐ néng bunéng chyu? (Can you go?) - not Nǐ néng chyu búchyu?

iv. Co-verb

Often there are two or more words that function like verbs in the same Chinese sentence. Most grammarians identify the second verb depicting the main action in the sentence as the main verb while the other verbs, usually introducing a circumstantial element thus providing a setting for the main action, are described as co-verbs. Wǒ dzài jyā lí kànshū means "I study at home." Here the phrase dzài jyā lí provides the setting for the main action "study," hence dzài is regarded as a co-verb. Clearly the co-verbial phrase functions as an adverbial phrase, but it always precedes the main verb in word order. When compared with English, the co-verbial phrase also serves as a pre-

positional phrase.

v. Other verbs

There are a few Chinese verbs whose unique behavior has caused grammarians to christen them with a variety of names. For instance, the verb shì, commonly translated into the English word "be," functions most commonly in Chinese as a copula. Hence it has been known as an equative verb. The verb dāng (to serve as) and dzuò (to act as), also suggest but do not quite put an equation mark between the subject and the object; they are known to some grammarians as "classificatory verbs." For purposes of practical application and simplicity, however, we shall not deal with such fine distinctions among these types of verbs. In actual behavior, they are not much different from any other regular Chinese verb which can be either transitive or intransitive, depending upon its object or the lack of one.

d. Adjective

Chinese adjectives function as verbs. Because they describe either a state of affairs or the quality of the subject, they are referred to by some grammarians as stative verbs or quality verbs.

For example: "Houses are expensive" becomes "House expensive" (fángdz gwèi) in Chinese with the word "expensive" functioning as a verb. But in dà fángdz, "big houses," the word "big" (dà) functions as a modifier, just as nouns and verbs sometimes do.

e. Adverb

An adverb qualifies a verbal expression, single, or compounded. The hěn in hěn máng (very busy) is a fixed adverb because it has to precede the verb immediately. Adverbs like yàushr, swēirán, etc, are called movable adverbs because it can either appear immediately in front of the verb chyù or even before the subject wǒ.

f. Special word functions

There are a few, but not many, rather unique Chinese word functions. The adjective described above is one category. Others that deserve mention here include.

- i. Co-verbial phrases functioning as adverbial phrases. The co-verbs dzài (be at, in, etc.); gēn (follow, be with) and several others often introduce phrases which function as adverbial expressions qualifying the verbs. The phrase dzài jyā li in Tā dzài jyā li kànshū (He reads at home; he is at home

reading) is an example. Often there may be several such co-verbial phrases in a sentence each describing one aspect of the action designated by the main verb.

ii. Purpose expressions functioning as complements.

English infinitives often appear in Chinese as purpose expressions following main verbs. There is no infinitive prefix "to" in Chinese; hence the complement "to buy books" in "He goes to town to buy books" becomes the purpose expression mǎi shū in Tā dào chéng lí chū mǎi shū.

iii. Position words. There is no preposition (in, on, at, etc.) as such in Chinese. In order to indicate location in Chinese, it is necessary to use the verb dài plus a position word which identifies the space. Thus, "The book is on the table" becomes Shū dài jwōdz (de) shàngtou. The phrase jwōdz (de) shàngtou or more commonly, jwōdz shang, literally means "top of the table" which refers to either the space on the table or the table's top. The place word shàngtou is composed of the localizer shàng (on) and the noun tóu (head, end, tip). Since a space can contain or possess things, "There are

books on the table" becomes Jwōdz shang
yōu shū (The top of the table possesses books).
 In this case, "The top of the table" becomes
 the subject which takes the predicate of
 "have books."

g. Particles, suffixes, prefixes

These are morphemes which, though occasionally stand alone with their own meanings, most often appear attached to another word or phrase to supplement the meaning of the latter. One type of particle in Chinese merits particular attention. It appears at the end of a sentence and functions as a modal adjunct. Thus the a in Ni hǎu a makes the greeting slightly exclamatory or interrogatory, and the ne in Shénma ne? gives the question a milder tone. A common noun prefix is that which goes with a number to make it ordinal (diyī, the first; chūsān, the third day of the month, etc.). Several noun suffixes appear most frequently in colloquialism (the ba in yǐba, tail) but others are regular features of standard Mandarin (the tou in shítou, stone). There is a noun suffix which produces a diminutive effect (the -r in hwār, flower). The most important verb suffix is -le which indicates the completion of an action but often a changed situation or status

when it appears as a phrase or sentence particle.

2. Sentence

Just as English sentences may appear very irregular and even one single word can be a sentence, Chinese sentences also may show many variations. The pattern analysis in this text are based on a limited number of clearly identifiable basic sentence forms. The exact number of these basic sentence forms varies according to the opinion of each grammarian, but we believe in the principle of simplicity and actual, practical utility and try to reduce the number of forms wherever such reduction will aid the students. Since the different patterns are discussed separately as they occur in the units, we shall state here only a few general principles of Chinese sentence structure and their peculiar variations.

a. General principles

The Chinese qualifier always precedes the qualified; hence, no relative pronoun exists in Chinese. "This is the book which you gave me yesterday" literally becomes in Chinese "This is you gave me yesterday's book." The most basic Chinese sentence follows the regular English order of Subject-verb-object.

b. The pidgin flavor

One rather unique sentence pattern in Chinese shows that a nominal-subject is followed by a

nominal-predicate, e.g., Tā wǔsuì (He five years in age; he is five years old). This type of complete common sentence, plus the frequent appearance of adjectives, functioning as verbs, gives Chinese its pidgin flavor when it is thought through the English language by a westerner.

c. Compound and complex sentences

In general, the Chinese frown upon involved lengthy sentences; simple sentences are preferred. If a complex English sentence is to be said in Chinese, the speaker usually breaks it up into shorter and simpler sentences. The frequent use of co-verbs, however, may tend to give Chinese an appearance of complexity which is more apparent than real. The fact is that since there is no preposition or infinitive in Chinese, and in both cases simple verbs are used; the Chinese sentence tends to give the effect of a telescoped complex English sentence with all the trimmings removed. "I forgot to tell him how to buy a ticket to see a show" becomes in Chinese something like "I forgot tell him how buy ticket see show."

d. Subject and predicate

The most common type of Chinese sentence consists of a subject plus a predicate, as in English. There are several important differences, however.

In English the subject is most often the performer of the action that is denoted by the verb in the predicate. In Chinese it is more convenient to consider the subject simply as the topic or subject matter of the sentence and the predicate as the comment or new information given about the subject. In the sentence Tā kàn diànshì, tā is the subject or topic of the sentence and kàn diànshì the predicate or comment. A good working translation might be "As for him, he watches television." From this example, one might object that this is an unnecessary complication in description since a sentence of this type is perfectly parallel to the English sentence "He watches television." True, but consider a sentence like Jèige dìfang méiyǒu rén. It is very convenient to consider jèige dìfang as the subject and méiyǒu rén as the predicate. Our working translation could then be "As for this place, there are no people." There are two important results of this treatment: (1) Place words and time words are very often used as subjects in Chinese; these will often have to be translated into prepositional or adverbial expressions in English. The above sentence in idiomatic English would be "There are no people at this place." In the sentence Míngtiān

búchyù, míngtyan is the subject; búchyù is the predicate. It would normally be translated into English as "Tomorrow (I'm) not going," where tomorrow is an adverb. (2) A Chinese sentence may have more than one subject. In Míngtyan tā búchyù, míngtyan is the subject and tā búchyù is the predicate: "As for tomorrow, he's not going."

"Tomorrow" in this case is the principle topic or subject matter and "he's not going" is the comment. Now the predicate of this sentence in turn consists of another subject and predicate, namely tā and búchyù. This pattern of sentence with two subjects has several important varieties which will be discussed as they occur in the material. For now the important thing to remember is that the connection between subject and predicate in Chinese is much looser than in English and that Chinese sentences very often have more than one subject.

3. Compounds

As has been indicated in our earlier discussions, the morphological evolution of Chinese leads to multiplication of syntactical words which consist of more than one morpheme. These syntactical words, each containing two or more morphemes, are called compounds. The bulk of Chinese vocabulary consists of these compounds.

There are many ways to classify the compounds.* For our purposes we shall stress only two general types of compounds and treat them simply as separate polysyllabic words to be learned as such. One type is a compound whose components almost never appear separately in normal speech, e.g., rènshí (to recognize). The other consists of compounds whose meanings are lexically independent of those of their components, e.g., diǎn (dot, touch), and syīn (heart) but diǎnsyīn (refreshment). In the latter case, the components separately are common words, but the compound they form must be learned as a new lexical item.

* For a detailed discussion on compounds, see Y. R. Chao, Mandarin Primer, p. 41-44.

VI. METHOD OF STUDY

The audiolingual principle adopted in the preparation of these instructional materials implies a viewpoint the validity of which has been fairly well established in the field of modern language teaching. According to this viewpoint, language means more than a printed or written page and to know a language means more than to be able to ponder on a printed page and decipher it. Language is the most direct and complex means of communication; to use language effectively means that the user must be able to command its complexity and respond to it directly and immediately.

Any native speaker of a language does this automatically without being conscious of his doing it. He says "better" without for a moment wondering whether he should add the comparative suffix to the form "good." He grasps the other speaker's intention when a slightly different intonation is applied to a normal utterance. He does so as a matter of his second nature. The mission of learning a foreign language is to absorb it so that it becomes the learner's second nature.

A second nature is a set of habits, and a habit can be acquired only through constantly repeated practice for a certain period of time. The spoken language is a string of sounds uttered according to certain conventional sequences (sentence patterns). To be able to receive a message immediately demands that the learner listen to the same sounds in the same order many times until their meaning becomes immediately clear. Written language is, certain stylistic variations notwithstanding, but the same spoken language transcribed in written symbols. If a learner has absorbed the sentence patterns as his second nature, he only needs to learn the written symbols and he will be proficient in all four

language skills. This is true even where the written language appears to be stylistically very different from the spoken version. The link between the written and spoken version of any modern language is never to be denied.

From these basic concepts about language learning, we can derive a few useful pointers:

A. Imitate, don't think.

You will be doing your students harm if you encourage them to "reason out" a sentence in Chinese. The meaning of a vocabulary item or a sentence is historically established and nobody can logically explain them. If students ask why an expression must be said that way, the only answer to give is: "This is the way the native speakers say it." Until the student has achieved considerable ability in the four basic skills, the less he "thinks" about the language the better. Make him imitate you and other standard speech models.

B. Repetition, comprehension, but no translation

Asking the student to repeat the utterances is the only way he can learn them. The meaning of the utterances may be given by gestures, or through a description in English of a situation where the utterances are used, or with a very free rendition into English of their meaning word-by-word translation is detrimental as the student will find his English concepts and habits constantly hamper his effort to absorb the concepts and habits of a foreign tongue.

C. Memorize, don't rationalize

The basic dialogues are to be memorized, and if the situations are utilized fully in the classroom memorizing those sentences is not difficult. The rhymes included in every unit are also an aid to memorization.

The sentence patterns are very useful formulas, but merely remembering them is useless. The student has to acquire that measure of proficiency which enables him to follow the patterns automatically, using a variety of vocabulary items.

D. Exemplify, don't explicate

When a student errs, the best way to correct him is to show him a correct model sentence and let him imitate and repeat immediately. Very often the erring student knows the sentence patterns and can even explain them back to you. It is when he tries to say something in Chinese that he slips or does not know how to apply the patterns. During a drill, therefore, there should be no grammatical analysis whatsoever.

E. Judicious use of structural analysis

If you prefer, you may call it grammar. The use of structural analysis is to help the student see that (not why) you are doing and more importantly, what he himself is doing. This is the only difference between teaching an infant his mother tongue and teaching an adolescent or an adult a foreign language. An infant knows no language at all, and consequently, the normal form of linguistic communication which are used with him becomes his native tongue. But we can point out to

an adolescent or adult in very few words how the foreign language differs from his mother tongue in word order and function. Although comparison is not an end in itself, it helps the student greatly in his effort to imitate the model, in much the same way as a bit of phonetic analysis (pointing out how a sound is produced) can help a student to produce a foreign sound correctly. Structural analysis, however, can never be successfully substituted for the needed drill.

F. When written materials are used

Romanized transcription is not introduced at the very beginning because it tends to mislead the student to produce the sounds according to the English values of the Roman letters. After the student has acquired a good sound pattern, so firmly rooted in his habit that the appearance of the alphabet will not distort his sounds, romanization can then be introduced. But it should be presented only for those words already mastered orally by the students. If the student is to use the romanized text to supplement the recordings, he should still read the text aloud. Exercise of speech muscles will aid the student to improve his fluency and reinforce his grasp of the sentence patterns. Silent reading does not help at this stage.

G. When characters are introduced

The characters should not be introduced at the beginning. This enables the student to learn one thing at a time with full concentration. In our approach, the student is to learn the basic sound, sentence patterns, and speech vocabulary first.

If characters are given at the beginning, the additional load will slow down the student's progress and confuse him. The teacher will then find the weekly result discouraging.

Some say that the students usually are curious about Chinese characters and not to give them in class might cause the students to lose interest. This may be true, but it is not surer than the loss of interest which is certain to occur if no significant progress is observed at the end of several weeks or even a semester in any of the four language skills. Stall the students' curiosity about the characters as long as possible; let them learn to speak a few sentences correctly and fluently first.

If this cannot be done, one or two characters can be shown to the class. But in that case the teacher must try to separate this task from the principal mission of teaching the spoken language at the beginning. It could be done, although even this is not advisable during the first month or two, by taking five minutes at the end of one or two classroom sessions to introduce the children to the written form of a few of the short utterances they know well orally.

II. Divide and attack

In reviewing with a recording or a printed drill sheet, the student should be taught to divide up his lesson and his time into small units. It is much more effective to concentrate on one small unit during a five-minute review than to go over ten units in one long sitting of a solid hour.

I. In the classroom

The teacher should see to it that every student uses the full period without any waste. When the teacher asks a student to answer a question or repeat a phrase, the rest of the class should be urged to do likewise silently.

J. Homework

It has been noted by many teachers that the student and his parents expect some homework assignment, something to read and write at home for every course. Since during the first several weeks the principal work in a foreign language course should be audiolingual, there is a problem about what to assign the student to do at home. Several possible answers have been offered, and the teacher should exercise his discretion and imagination to try some or all of them in order to ascertain his best solution.

Ideally the beginning student should be given nothing printed for at least the first several weeks. If programmed materials on tapes or discs are available, these should be assigned as homework. If these are unavailable, or if technical difficulties make it impractical to let the students take the recordings home, then the teacher should try to arrange for the students to do their language homework in the laboratory at the school. If the student cannot stay at school after the regular classes, perhaps language clubs can be organized for the students to get together and practice several times a week. The important thing for such language practice sessions is supervision

and correction; practice among the students themselves without expert supervision may perpetuate certain errors. The teacher certainly can and should demand the student to memorize the dialogues and other materials. He can help the student to get into the habit of going through the drills by saying them aloud out of memory. It is true that without any recording it would be necessary to issue the student some printed material, perhaps in romanization to aid the student's review and practice at home. And yet many teachers have observed that the moment the student works on any printed material before he has acquired a good grasp of the sound patterns, he loses what he has just learned through the drill in class, and he returns the next day worse than if he had not opened the book at home. This practical plight has led many teachers to demand sufficient recordings for the students to take home.

After the fourth unit, most classes may wish to start the learning of Chinese characters. Part of the student's homework can conveniently involve the learning of the characters. But in order not to slacken the effort to master the sound and syntax patterns, audiolingual exercises will continue to be the main work. There is, simply, no complete substitute for practice with a qualified and tireless teacher or, short of that, a programmed recording.

Some well chosen reading material in English on Chinese culture and Chinese literature, including good translations of Chinese literary masterpieces, could be assigned as part of the student's homework. While they will not help him in

acquiring language skills, they certainly can do a great deal toward increasing his understanding of Chinese culture and enhancing his appreciation of Chinese literature. (See suggested bibliography at the end of the text.)

VII. GENERAL PROCEDURES

In this section of general introduction, we shall discuss certain procedural principles related to the use of these materials in and outside of the classroom. In actual application, these points may vary from one block of units to the next, and the variations will be taken up later at the end of this general discussion.

Teaching materials alone cannot teach. No matter how well they have been planned and articulated, the materials are mere instruments which can come to life and function effectively only in the hands of trained teachers. The procedural principles here described, therefore, are meant to serve only as general guidelines. In no sense should they be regarded as prescriptions or, much less, proscriptions.

Orientation and Time Allotment

The teacher begins his first Chinese class by giving the student a brief, concise, and well calculated explanation of the objectives of the course and how they are to be achieved: how he is going to teach and how he expects the student to learn. In this statement the teacher points out that there will be no book and no written homework assignments for some weeks. Other points that might appear in the brief explanation have been suggested already. He then proceeds to outline, again very briefly, the arrangement of teaching materials to be used, including audiolingual and visual aids, coming to focus on the

contents of the first unit. The last he will do by describing the situation for the basic dialogue of Unit I.

There are detailed notes given later regarding time allotment for each block of units. These will help the teacher to apportion his classroom activities so that all essential activities will be adequately covered. The teacher should of course feel free to vary, but he should always keep in mind the precise objectives of each activity.

Classroom Techniques

All effective classroom techniques observe only one important principle: how to sustain and further arouse the student's interest in the subject matter so that effective learning can take place. The teacher should, therefore, be sensitive all the time to the student's reaction and response and utilize all opportunities present in the classroom to achieve this purpose. He keeps the class actively involved in every step of the learning process. He enables the students to strive for thorough mastery of the units in all four language skills according to the planned order of progression.

Before the class begins, the teacher prepares teaching aids appropriate to the situation and vocabulary to be introduced in each unit. He should be ready to draw stick-pictures on the blackboard or arrange such simple but effective teaching aids as felt board and scale models to illustrate the situations covered in the dialogues and drills. Some of these items, ob-

tainable without too much effort or expense, are suggested in the notes of each unit. The cue sheets provided in the text material is one example.

After the teacher has briefly explained the situation of the dialogue in English with the aid of illustrations suggested above, he proceeds to introduce the dialogue. He may break up the dialogue into units of two exchanges (four sentences) each, or even smaller units if necessary, and act out the dialogue himself. He must always make certain that the students understand the meaning of each sentence and how it is to be used in the situation. The English equivalents accompanying the dialogue in the text may be mentioned when there is doubt if the students have understood the meaning, but English equivalents must be used sparingly and the teacher should pass over them without dwelling on any single expression and explaining any word in detail. He can use a free combination of the following techniques to drill the students with the dialogue:

a. Choral drill

The students repeat after the teacher in unison.

b. Individual drill

The teacher signals an individual student to repeat after him separately.

c. Semi-choral drill

The teacher divides the class into sections and signals one section to repeat after him at a time.

d. Group dialogue practice

The teacher divides the class into two sections and signals one section to repeat a question after him

and the other section to repeat the answer after him.

e. Individual dialogue drill

The teacher divides the class into small groups; each group takes turn in reciting the dialogues. Within each group the roles also rotate to give each student an equal opportunity to practice all parts of the dialogue.

f. Role playing

The teacher assigns individual students to recite and act out the different roles in the dialogue.

The teacher gives a model and ascertains that the model has been understood. If the sentence is too long to be repeated at once by the students accurately, the teacher breaks up the sentence into short (but meaningful) units, in a manner similar to the method used in the Fluency Drills, and asks the students to repeat after each unit. The teacher then returns to the full sentence. Never leave students repeating broken phrases without ending up with the complete sentence.

Choral drill with the entire class usually precedes the other kinds of practice.

If the student has difficulty, he may be directed to repeat rapidly twice after each model. Whether in choral or individual drill the teacher must correct the students' mistakes constantly and thoroughly, but he must never remain with a single student too long a time, as this wastes time for the whole class.

Do's and Don'ts in Classroom

A check list is provided here to recapitulate what has been

discussed so far in classroom techniques:*

1. For certain critical purposes described above, English is to be used in class by the teacher. Otherwise, the target language is to be used by both teacher and pupils.
2. Use normal speed and pronunciation. If the students cannot follow at first, the teacher could break up his utterances into shorter units and build them up.
3. Always remember that whole utterances, not individual words or isolated sounds, are the final goal of all drills.
4. Always remember that the teacher is the model. It is generally not effective for him to imitate the student's errors, even to illustrate how not to say a given word or phrase.
5. Move from student to student rapidly in individual drills.

* For detailed discussion on these points, see George L. Shelley, Discussions of Method in the Teaching of Spoken Chinese (New Haven: Institute of Far Eastern Languages, 1961); Samuel E. Martin, Language Study Techniques (same publisher, 1951); Eugene A. Nida, Learning a Foreign Language (New York: Foreign Missions Conference, 1950).

6. Avoid academic discussion on semantics, grammar, philosophy, etc. Never present a grammatical analysis during a drill.
7. Be aware of what takes place phonetically and structurally when a sentence is correctly uttered in order to correct the student precisely when necessary.
8. Keep in mind the student's vocabulary and grammar limitation.
9. Vary classroom techniques frequently to avoid monotony.
10. You can never repeat (or have pupils repeat) too much. Your object is for the pupils to overlearn so that their responses become automatic.

VIII. UNIT TEACHING PROCEDURE

In planning for the teaching of each unit, the teacher should bear in mind the following items:

1. Objectives of each part of the unit
2. Time allotment (see suggested schedule below)
3. Reference materials to be looked up before class
4. Teaching aids
5. Student activities
6. Homework assignments (at the beginning, only listening to and practicing with recordings on small discs if available.)

For Units I-IV, the following time allotment is suggested:

(This is based on a 50-minute daily period schedule. If the schedule is different, clear revision and adaptation are necessary.)

First Period

- | | |
|---|-------------------|
| a. Orientation (Situation) | 5 minutes |
| b. Listen to tape (New lesson) | 10 minutes |
| c. Begin teaching basic dialogue (first 1/4) | 20 minutes |
| d. Listen to tape (Limited to the learned basic dialogue) | 15 minutes (lab)* |

Second period

- | | |
|--|-------------------|
| a. Structural pattern explanation.
(Limited to the sentences learned this hour) | 5 minutes |
| b. Listen to tape (Limited to the basic dialogue learned previously) | 5 minutes |
| c. Continue to teach basic dialogue (second 1/4) | 25 minutes |
| d. Listen to tape (Limited to the learned basic dialogue) | 15 minutes (lab)* |

Third Period

- | | | |
|----|---|-------------------|
| a. | Structural pattern explanation (Limited to the sentences learned this hour) | 5 minutes |
| b. | Listen to tape (Limited to the basic dialogue learned previously) | 5 minutes |
| c. | Continue to teach basic dialogue (third 1/4) | 25 minutes |
| d. | Listen to tape (Limited to the learned basic dialogue) | 15 minutes (lab)* |

Fourth Period

- | | | |
|----|--|-------------------|
| a. | Structural pattern explanation. (Limited to sentences learned this hour) | 5 minutes |
| b. | Listen to tape (Limited to the basic dialogue learned previously) | 5 minutes |
| c. | Finish teaching basic dialogue (last 1/4) | 25 minutes |
| d. | Listen to tape (Limited to the learned basic dialogue) | 15 minutes (lab)* |

Fifth Period

- | | | |
|----|--|-------------------|
| a. | Structural pattern explanation (Limited to the sentences learned this hour) | 5 minutes |
| b. | Listen to tape (limited to the basic dialogue learned previously) | 5 minutes |
| c. | Cultural notes explanation | 5 minutes |
| d. | Introduce 'fluency drill' | 20 minutes |
| e. | Listen to tape (Fluency drill, and reviewing other learned materials if time allows) | 15 minutes (lab)* |

Sixth Period

- | | | |
|----|--|-------------------|
| a. | Repetition Drill | 5 minutes |
| b. | Drills (with variety) | 25 minutes |
| c. | Listen to tape (Repetition drill and reviewing other learned materials if time allows) | 20 minutes (lab)* |

Seventh Period

- | | | |
|----|--|-------------------|
| a. | Individual role playing | 10 minutes |
| b. | Substitution Drill | 5 minutes |
| c. | Drills (with variety) | 15 minutes |
| d. | Listen to tape (Substitution drill and reviewing other learned materials if time allows) | 20 minutes (lab)* |

Eighth Period

- | | | |
|----|---|-------------------|
| a. | Individual role playing | 10 minutes |
| b. | Replacement Drill | 5 minutes |
| c. | Drills (with variety) | 15 minutes |
| d. | Listen to tape (Replacement drill, directed conversation) | 20 minutes (lab)* |

Ninth Period

- | | | |
|----|---|-------------------|
| a. | Individual role playing | 5 minutes |
| b. | Dialogue Expansion | 10 minutes |
| c. | Teach narrations | 10 minutes |
| d. | Teach rhymes | 5 minutes |
| e. | Listen to tape (Dialogue expansion, narration and rhymes) | 20 minutes (lab)* |

Tenth Period

- | | | |
|----|---|------------|
| a. | Summary (Structural patterns) | 15 minutes |
| b. | Progress evaluation orientation | 5 minutes |
| c. | Progress evaluation (The test, on tape) | 30 minutes |

After the fourth unit, the teacher should exercise discretion to allot a few minutes during certain periods to work on the characters.

* If a language laboratory is not available, a simple tape recorder may serve the purpose.

IX. RECORDED MATERIALS

Two sets of recorded materials have been prepared for each unit. One set is intended for the teacher which covers everything in each unit and is designed to aid the teacher in his preparation for the class. The other set has been planned for the students. Each exercise lasts only several minutes and can be repeated at least once during the fifteen minutes of laboratory time planned for the class everyday. The teacher can easily follow through both sets and arrive at a clear picture of their format because it dovetails with the textual material. This step of listening to the tapes through at least once is important because the teacher should explain to the student how the materials are organized and what he expects him to do with them. The following is a brief description of the arrangement in the student's set.

A. The Principles that Guided the Structure of These Exercises

1. Each basic sentence pattern constitutes a focus of learning in each exercise.
2. The exercises are so varied as to enable the student to absorb each structural pattern through repeated imitation.
3. Each model utterance is repeated at least twice with appropriate intervals. The student thus can imitate or respond to the model twice and check his own performance twice immediately afterwards.

B. The Format

1. The Basic Dialogue

- a. Usually each sentence constitutes a learning unit. Only occasionally a compound sentence is broken into two meaningful and useful basic sentences in order to facilitate the student's imitation and repetition.
- b. The model sentence is pronounced once first, then each new vocabulary item in the model sentence is pronounced three times with intervals for student imitation.
- c. Each model sentence is pronounced again three times with intervals.
- d. At the end of this sequence, two model voices, one male and the other female, pronounce the dialogue as it would occur in a natural daily life situation.

2. Fluency Drill

- a. The male voice pronounces the model utterances as listed in the printed text once with intervals.
- b. Then the female voice pronounces the model utterances once also with intervals.

3. Repetition Drill

- a. The male voice pronounces the entire sequence once without intervals.
- b. Each sentence is pronounced separately according to the following format: Model utterance by male voice -- pause -- model utterance by female voice -- pause.

4. Substitution Drill

- a. The female voice pronounces the model utterance.
- b. The male voice repeats the model utterance.
- c. The female voice gives the cue word immediately after the pause.
- d. An interval occurs at this moment for the student to do his substitution with the given cue word.
- e. A correct answer is provided by the male voice afterwards.
- f. Another interval enables the student to repeat the correct answer once.

5. Replacement Drill

(The format of this drill is the same as that of the Substitution Drill above)

6. Response Drill (Question and Answer)

- a. The female voice pronounces the question once.
- b. Immediately the female voice gives a cue word to be used in the answer.
- c. The student answers in the interval provided.
- d. The male voice pronounces the correct answer.
- e. Another interval enables the student to repeat once the correct answer.

7. Directed Conversation (for listening only; the student will practice the same in class)

- a. The male voice gives the directing question once.
- b. The female voice gives the question.

- c. The male voice gives the correct answer.
- d. If several correct answers are possible and have been practiced in class already, the female voice will repeat the same question each time before a different correct answer is given.

8. Dialogue Expansion

- a. The male voice gives an utterance.
- b. The student repeats after the model voice.
- c. The female voice repeats the same utterance.
- d. The student repeats the utterance again. (This format continues throughout the entire Dialogue Expansion once.)
- e. The male voice and the female voice give the entire dialogue without leaving any interval. The student merely listens to comprehend it and to cross check his own performance.

9. Narration

- a. The purpose of this exercise is to strengthen the student's ability to synthesize what he has learned from the unit and adapt it to uses other than conversation. Therefore, comprehension is stressed and no interval is necessary between each two utterances.
- b. The entire passage is read twice with male voice and female voice. The teacher should call the student's attention to the intonation of the model voice in a narrative style.

10. Rhymes

- a. The male and female voices pronounce the model utterances alternately once through the entire rhyme, without intervals.
- b. The two model voices pronounce the utterances again, this time leaving sufficient intervals after each utterance for the student to repeat.
- c. The model voices pronounce the entire rhyme once more as they did at the beginning of this sequence, without intervals and at natural speed.

X. INTRODUCTION TO CHINESE CALLIGRAPHY

It has been said that Chinese calligraphy hold the aesthetic secret of Chinese painting. This is quite true. Many concepts behind the art of calligraphy are indeed the same as those behind Chinese ink wash painting, and it does not require too far a stretch of imagination to see the connection. To be able to write Chinese characters well, therefore, is a noteworthy artistic accomplishment. Even the process of learning it and practicing it is a rewarding experience.

First, let us note briefly the evolution of the Chinese script. In very early days, possibly three thousand years ago, an archaic pictographic Chinese script was already quite well developed. Tortoise shells and sheep bones excavated from archaeological sites show many decipherable designs, of which many actually resemble concrete objects. Thus, the ancient symbol for "bird" actually shows a sketch of a flying or perching bird, and the symbol for "horse" has four legs and a tail. As cultural life became more complex, the written symbols also became more complex in that they gradually transcended the purely pictographic and moved into the ideographic -- using symbols to suggest less tangible ideas. Most of the characters on the bronze wares dating back to about seventh or eighth century B. C. already show this type of ideographs, of which some were made of several pictographic symbols put together. These characters had many strokes each, and as such were rather time consuming to write. In the third century B. C., a unified Chinese

empire required a more efficient system of bookkeeping which in turn caused the development of a simplified and stylized system of writing the characters. This system, called "clerical writing," laid the foundation for the modern script.

Many characters have gone through many stages of evolution, and consequently have lost any resemblance, either in shape or in meaning or both, to their archaic original. It is still fascinating to trace some of them, but to trace all of them belongs to a highly specialized study.

Several points should be noted when one begins to practice Chinese script. Each Chinese character, in essence, is a graphic composition and should be judged as such. A calligrapher is always conscious of the structural appeal of each character he writes, and he attempts to achieve this effect by integrating the strokes into an artistic whole. His discipline starts with brush control, without which he cannot begin to execute any stroke.

A proficient calligrapher may appear to be handling his brush very casually and effortlessly, but the fact that his brush goes exactly where he wants it to go and delineates a dot, a line, or a hook with perfect rhythm is a proof that countless hours have gone into his practice of controlling the brush. At the beginning he learns to execute each stroke slowly, trying to apply pressure to the brush in such a way as to achieve the same effect as the model in front of him. The model is usually the work of some great master calligrapher. He holds his brush vertically, anchoring the middle part of the brush stick between

four fingers, with the thumb and the fourth finger on the inner side and the second and third fingers on the outer side. His wrist rests on the desk; this gives him enough leverage to move the brush in all directions when writing a character. If he writes a character of over two-inch in square, he will need to lift his wrist off the desk.

A glance at any model calligraphy will reveal that no stroke is of uniform width from one end to the other. Indeed as one watches a demonstration, one becomes aware of how the calligrapher applies his brush to the paper, first with a certain amount of pressure, and then lifting the brush slightly as it moves toward the middle of the stroke, and finally pressing the brush down a little more toward the end of the stroke with a semi-circular movement to round off the stroke. In this one stroke alone there is a full example of the rhythm of Chinese writing. No amount of description is sufficient to replace an actual demonstration. As one observes someone demonstrate the art of writing Chinese characters, one does well if one tries to imitate him a few times.

Good composition of the strokes into good characters can come only after practice, but it is useful for the student to try with the kind of ruled paper specially designed for calligraphy purposes. The squares on the paper will aid the student to block his characters and to guide their composition. There is a conventional sequence according to which the strokes are written in a character. By following the order the student will find

it easier to achieve a freer, more rhythmic movement of the wrist, and consequently it becomes also somewhat easier to compose the character.

It is useful to know that Chinese calligrapher, like all artists, are very particular about the instruments they use. They select their brushes to suit their preference with regard to the length of the tuft and the strength of the bristle. They choose their ink also; sometimes they even make their own ink with pine soot and glue. They rub their selected ink stick with a few drops of water on a stone which is neither too hard that it takes too long to prepare any ink, nor so soft as to leave any grit in the ink. The paper used by a calligrapher is absorbent but with good resiliency. All these demand great attention of the calligrapher; in fact there is a rich tradition with an accumulated lore about every thing needed for good calligraphy. The student, however, need not be concerned too much with the specific quality of the instruments he uses. Any Chinese or Japanese brush, usually costing no more than fifty cents, will serve the purpose. He can very well use American make India ink, the kind used by mechanical draftsmen. For practice he can use any paper, but the kind with rule lines described above is more helpful.

The student trying his hand at writing Chinese with a brush only needs to remember one thing technically: Don't soak the brush completely in water or ink to loosen the hair held together with light glue; if you do, the bristle will become unmanageable

like a mop top. Soften the brush at most only half the length of the bristle and rinse the ink off every time after use.

For further reading on Chinese calligraphy, the following two works are recommended:

Chiang Yee, Chinese Calligraphy: An Introduction to its Aesthetic and Technique, (London, 1938)

William Willetts, Chinese Art (Penguin, 1958), Chapter 7.

Note: The following charts are very helpful in classroom instruction for students learning Chinese calligraphy. They are available for a small price from P. D. and Ione Perkins, South Pasadena, California.

The Evolution of Chinese Writing, Oriental Culture Chart No. 2, compiled and published by W. M. Hawley.

The Technique of Chinese Writing, Oriental Culture Chart No. 9, compiled and published by W. M. Hawley.

APPENDIX

LEVEL ONE

Chinese-Mandarin Teaching
Material Development Project
San Francisco State College

ABBREVIATIONS USED IN LEVEL ONE

A	adverb
Adj	adjective
AV	auxiliary verb
CV	co-verb
dirO	direct object
IE	idiomatic expression
indO	indirect object
M	measure
MA	movable adverb
N	noun
neg	negative
Nu	number
O	object
P	particle
PE	purpose expression
proN	pronoun
PW	place word
QW	question word
RV	resultative compound verb
S	subject
Sp	specifier
TW	time word
V	verb
VO	verb-object compound

VOCABULARY IN LEVEL ONE

a	sentence suffix, suggesting exclamation	P	1	
ài	like or love to	AV	4	
	ai	IE	14	
aìchíngpyār	love-story movie	N	10	
àiya	alas	IE	14	
bā	eight	NU	3	S
bǎ	take hold of	CV	13	
-bǎ	a unit measure for spoons or things with a handle	M	6	
ba	sentence suffix impling probability or a request	P	6	
Bàba	Daddy (father)	N	6	
báhau	eighth	TW	3	
bǎi	set, put	V	6	
Báidwèi	White (uniformed) Team	N	14	
bàinyán	go to extend New Year's greeting, also used as a noun	V(VO)	8	
-bàn	half	M	5	
-bàng	pound	M	11	
báu	thin	Adj	5	
bǎu	full (exclusively for eating)	Adj	4	S
bàu	newspaper	N	3	S
bāugwǒ	parcel	N	11	
báusyǎn	insure	V(VO)	11	
Báywe	August	TW	3	S
-bēi	cup; glass	M	4	

bèi	(indicates agent of action) by	CV	14	
bēijyù	tragedy	N	10	
-běn	volume (for books)	M	5	
bǐ	compare with	CV	12	
bídz	nose	N	14	S
bǐjǐběr	notebook	N	5	
bǐng	sickness	N	13	
bǐngbàng	popsicle	N	9	
bǐnggān	biscuit	N	8	
bǐngjílíng	ice cream	N	10	
bǐngrén	patient	N	13	
bǐngshwěi	ice water	N	4	S
bǐsài	match, contest	N	14	
bǐshǔ	summer resort	N	15	
bù	not, no (to facilitate reading the Romanized transcription, <u>bu</u> will be attached to the word it qualifies.	A	1	
búdà	not too	A	14	
búgwò	but, however	A	9	
bùshǎu	quite a few	Adj	5	S
bútswò	nice; not bad	Adj	4	
(Nà) búyaujǐn	that's nothing; never mind	IF	3	
búyùng	not necessarily	A	13	
bwómǔ	aunt	N	7	
byáuyǎn	perform	V	9	
-byār	-side	M	12	

byé	other; different	Adj	5	
	don't (contracted form of <u>búyàu</u>)	AV	7	
byéjyā	other places (homes)	PW	8	
byé kái wánsyàu	don't joke with me; quit kidding	IE	10	
byé kèchi .	same general meaning as <u>méi shémma</u> , used whenever you feel that the other party is being too polite or when you want to urge him to accept a favor; literally, "Don't be too polite."	IE	8	
byé máng a	don't hurry, take it easy	IE	8	
chá	tea	N	8	
chà	lack, be short	V	7	
chàbudwō	about, about the same	IE	14	
chàbyé	difference	N	14	
cháng	long (length)	Adj	15	
chàng(gēr)	sing (歌)	V(VO)	9	
chángchāng	often; usually	A	2	
Chángchéng	Great Wall	PW	15	
chàngpyār	record	N	2	
chāufàn	fried rice	N	4	S
chāumyàn	fried noodle	N	4	S
chē	wheeled vehicle	N	7	
Chén	A common Chinese surname.	N	3	
chēng	weigh	V	11	
chéng	city	N	6	
chī	seven	Nu	3	S
chìchē	automobile (gūnggòng chīche means bus)	N	11	

APPENDIX - II - 4

chǐgwài	strange	Adj	14	
chǐng	please; invite; request	V	5	
	treat	V	9	
Chīngdǎu	Tsingtau (a city in Shantung province)	PW	15	
chǐng dzwò	please sit down	IE	8	
chǐngkè	treat (VO); never <u>chǐngkè nǐ</u> (to treat you), but <u>chǐng</u> <u>nǐ</u> or rarely <u>chǐng nǐ kè</u>			
chīngtsài	vegetable; green vegetable	N	4	
chǐngwèn	may I ask you	IE	7	
Chíywe	July	TW	3	S
chōuti	drawer	N	6	
chǐr	eat	V	4	
chǐrfàn	eat (meals)	V(VO)	4	
chūchǎng	come out to perform	V	14	
chūchyù	go out (away from the speaker)	V	10	S
chūlái	come out (toward the speaker)	V	10	S
chwān	wear, put on (clothes, shoes)	V	7	
chwán	ship	N	12	
	pass	V	14	
chwānghu	window	N	12	
chwēi	play (wind, brass instrument)	V	9	
chyán	money	N	5	
chyán(tou)	front	PW	12	
chyángdzōu	seize and run, rob	V(RV)	14	
chyánnián	the year before last year	TW	12	
chyánpái	front row	N	10	

APPENDIX - II - 5

chyānpǐ	pencil	N	5	
chyāntyan	the day before yesterday	TW	2	S
chyóu	ball	N	14	
chyù	go, indicating motion toward a point away from the speaker	V	3	
dǎ	knit	V	6	
	to call (telephone)	V	7	S
	hit	V	9	
dà	big; large	Adj	5	
dàgài	probably	A(MA)	3	
dài	take or bring along	V	8	
dàichyóu	carry ball	V	14	
dàifu	doctor, Dr. (medical doctor)	N	13	
dǎjēn	have a shot	V(VO)	13	
dāngrán	of course	A	9	
dǎswàn	plan	V	15	
dàu	functioning as "to go to" together with <u>chyù</u> in <u>dàu</u> ...(place)...chyù.	CV	3	
	arrive	V	7	
dāuchā	knife and fork	N	4	
dǎuméi	be unlucky	IE	14	
dàiyī	overcoat	N	2	S
-de	Noun suffix making the word a modifier	P	2	
Dégwo	Germany	FW	2	S
děi	must	AV	7	
děng	wait	V	7	
Déwén	German	N	2	S

di-	ordinalizing prefix to numbers	P	11	
didi	younger brother	N	6	
difang	place	N	15	
dōu	all, both; in all cases	A	2	
dūngsyi	thing	N	5	
dūngwùywán	zoo	N	7	
dwèi	correct, right	Adj	14	
-dwèi	team	N	14	
dwèibujù (dwèibuchǐ)	excuse me, I'm sorry	IE	8	
dwèile	that's right (yes, it is.)	IE	4	
dwèiywán	team (member)	N	14	
dwō	many much	Adj	5	
dwó (me)	very much, how?..... it is	A	9	
dwōshau	how much? how many?	Nu	5	
-dyān	o'clock, hour	M	7	
dyānhwà	telephone	N	7	S
dyànshì	television	N	2	
dyànyǐngr	movie	N	10	
dyànywán	clerk, salesman	N	5	S
dyédz	plate	N	6	
dyōu	lose, be lost	V	12	
dzài	again (in the future)	A	3	
	"be at" a point in space or time	CV	3	
	be at, in or on	V	6	
dzàijyàn	good-bye! See you again!	IE	1	
dzájì	magazine	N	3	S

APPENDIX - 11- 7

dzǎu	early, good morning	Adj	1	
dzǎufàn	breakfast	N	7	
dzǎušang	morning	TW	2	S
dzēm (ma)	how, in what way?; why, how is it that?	A	4	
dzēm̄ma bàn ne?	what shall I do?	IE	15	
dzēm̄ma jēm̄ma	why so (to be followed by a verb or an adjective)	IE	10	
dždyǎn	dictionary	N	3	
dzōu	walk, go, leave	V	8	
džrán	natural science, nature	N	2	
dzwèi	the most, -est	A	10	
dzwěi (ba)	mouth	N	14	S
dzwò	do	V	2	
	sit	V	3	
	ride, take (transportation)	CV	7	
dzwōbyār	left, (side)	FW	6	
dzwòr	seat	N	12	
dzwótyan	yesterday	TW	2	S
è	hungry	Adj	4	
èr	two	Nu	3	S
ěrdwō	ear	N	14	S
Èryue	February	TW	3	S
fá	penalize (in the ball game)	V	14	
Fàgwo	France	FW	2	S
fàn	meal; cooked rice	N	4	
fànchē (tsānchē)	dining car	N	12	
fàng	put	V	12	
fàng(jyà)	have a vacation	V(VO)	15	
fàngsyīn	rest assured	Adj	12	
fàngwār	restaurant	N	4	
fàntīng	dining room, cafeteria	N	4	S

fāshāu	have a fever	V	13
Fàwén	French	N	2 S
fēi	fly	V	12
fēijī	airplane	N	12
-fēn	cent	M	5
	minute	M	7
-fēng	unit measure for letters	M	11
fēngjǐn	landscape	N	12
-fēr	score	M	14
fùchin	father	N	15
fùjīn	neighborhood	N	11
fùmǔ	parents	N	15
gàn	do (more colloquial than <u>dzwò</u>)	V	6
gāngbǐ	fountain pen, western-style pen	N	5
gāngtsái	just a moment ago	A	9
gǎnmǎu	flu	N	13
gàn shénma	why	IE	8
gāu	high	Adj	13
gāusyǐng	delightful, enjoyed	Adj	8
-ge	for person or thing, applicable to most nouns and permissible even when a more appropriate measure is available.	M	3
gèdz	height, body	N	14
gēge	elder brother	N	6
gěi	give	V	5
	for, to (for benefit of)	CV	8
	(indicates agent of action) by	CV	14

gēn	be with; and; follow	CV	4
gèng	still more, even, -er	A	10
gòu	enough	Adj	9
gǔ	drum	N	9
gūngfu	leisure time	N	7
gūnggūng	public	Adj	11
gūngsyi	congratulate	V	8
gùshr	story	N	10
gwàhàu	register	V(VO)	11
gwèi'	expensive	Adj	5
gwèisyǐng	what is your (sur)name?	IF	7
-gwo	experiential suffix to verbs	P	10
gwò	pass	V	13
gwònyán	New Year's eve celebration	N	8
hā	hah	IF	14
hái	still; yet	A	3
hǎi	sea	N	15
hǎibyār	beach	N	15
hǎishr	had better	A	8
Hángjou	Hangchow (a city south of Shanghai)	N	12
hángkūng	aviation (hángkùng syǐn means airmail letter)	N	11
hǎu	good, well	Adj	1
	ready, complete	Adj	6
	very (preceding adjectives)	A	7
hǎu a	fine (all right)	IF	4

hǎu buhǎu	how about it?	IE	7	
hǎuchǎ	delicious; tasty (good taste)	Adj	4	S
hǎukàn	good-looking	Adj	2	
-hǎur	number	M	14	
hǎusyàng	seem	V	12	
hǎutīng	good (music)	Adj	9	
hǎuwár	of fun	Adj	12	
hē	drink	V	4	
he	heh	IE	4	
hēibái	black and white	N	10	
hěn	very, quite	A	1	
-hér	box	M	8	
hòu	thick	Adj	5	
hòunyán	the year after next year	TW	12	S
hòupái	rear row	N	10	
hòutyan	the day after tomorrow	TW	2	S
Húngdwèi	Red (uniformed) Team	N	14	
Hwá-míng	a boy's name	N	7	
-hwéi	a time, occurrence	M	12	
hwèi	can; know how to	AV	4	
	will	AV	12	
hwōchē	train	N	12	
hwōchējàn	train station	N	12	
jǎjī	fried chicken	N	4	
Jāng	One of the most common Chinese surnames.	N	2	

-jāng	a unit measure for paper, pictures, tables, etc.	M	5	
jǎu	find, look for	V	3	
	change (the action of the cashier giving change when a patron pays his bill.)	V	5	
Jǎu	Chinese surname	N	9	
jǎuji	worried, excited	Adj	9	
jǎulyāng	catch a cold	V(VO)	13	
jǎusyang	take a picture	V(VO)	15	
jǎusyangji	camera	N	15	
-je	verb suffix, indicating continuance	SP	3	
jèihwēr	right now	TW	13	
jèi lyǎngtyan	these days	IE	13	
jèm(ma)	in this way, to this degree; so; same as dzèm(ma)	A	4	S
jēn	truly; really	A	4	
jēnde a?	really?	IE	15	
jèng(dzài)	just in the midst of	A	8	
jènghǎu	just, exactly	A	11	
jēn kěsyí	what a pity	IF	14	
jèr	here	FW	3	
jī	chicken	N	4	
jǐ-	how many, how much; several, a few	Nu	7	
jì	send, mail	V	11	
	remember	V	15	
-jǐle	suffix to adjectives, indicating extreme degree	P	6	

jìn	near	Adj	11	
jìnchyù	go in (some place away from the speaker)	V	10	
jìnlái	come in (toward the speaker)	V	10	
jīnnián	this year	TW	12	S
jīntiān	today	TW	2	
-jǐr	a unit measure for writing brushes and similar slender objects	M	5	
	unit measure for ships	M	12	S
jǐr	paper	N	5	
jīrdau	know; know of or about	V	3	
jǐrfú	uniform	N	9	
jǐrhwei	conduct	V	9	
Jì-píng	boy's name	N	9	
jǐryàu	as long as	A(MA.)	10	
jǐrywán	clerk	N	13	S
jù	live	V	12	
jūng	o'clock, clock	N	7	
jūng	swell	V	13	
jùng	heavy	Adj	11	
Jūnggwo	China	FW	2	
jūngjyà	middle	FW	10	
Jūng-shān	name of Dr. Sun Yat-sen	N	11	
Jūngwén	the Chinese language	N	1	
jwōdz	desk; table	N	3	
jwǔn	sharp, punctual (time)	A	7	
	sharp	Adj	14	

jyā	home	N	6	
-jyà	unit measure for airplanes	M	12	
jyàchyán	cost; price	N	5	
jyàdz	shelf, luggage rack	N	12	
Jyā-jyùn	a Chinese boy's name	N	3	
jyàn	see, meet (more formal than <u>kàn</u>)	V	7	
jyàngyóu	soy sauce	N	6	
jyàu	tell (somebody to do something)	V	6	
	(indicates agent of action) by	CV	14	S
jyāujywār	film	N	15	
jyàushr̃	classroom	N	3	S
jyē	street	N	11	
	meet (or pick up) a person (at a terminal or station)	V	12	
jyěfu	brother-in-law (elder sister's husband)	N	6	
jyějye	elder sister	N	6	
jyēkōur	block, intersection	N	11	
jyèshau	introduce	V	9	
jyōu	nine	Nu	3	S
jyōu	wine, liquor	N	6	
	long (time)	A	7	
jyòu	only, just	A	3	
	then	A	8	
jyōubēi	wine glass	N	6	
jyòu jèiyàng ba	let's do it this way	IE	8	
jyòu nèmma bàn	let's do it that way!	IE	7	

Jyōuywe	September (nine-month)	TW	3	S
-jyù	line of (sentence, speech)	M	7	
jyúdzshwěi	orange juice	N	10	
jyùtsān	group dinner, luncheon party (usually no host)	N	9	
jywéde	feel, think	V	12	
kāi	open	V	7	
	start (engine)	V	12	
kāishǐ	begin (can also be used as an auxiliary verb)	V	14	
kāiyǎn	start to perform (movie and show)	V	10	
kàn	watch, look	V	2	
kànchū	reveal	V	14	
kānjyan	see	V(RV)	14	
kǎu	take an examination	V	3	
kě	indeed, certainly, however	A	11	
kè	subject	N	3	S
-kè	quarter of an hour	M	7	
kèchi	polite, stand on ceremony	Adj	8	
kěnéng	possibly	A(MA)	15	
kèren	guest, patron	N	5	S
kěshr	but, however	A(MA)	4	
késou	cough	V	13	
kètīng	parlor, living room	N	6	
kéyi	may; can; be permitted to	AV	4	
kwài	quickly, soon	A	6	
-kwài	piece (lit. lump)	M	4	
	dollar (Chinese monetary unit)	M	5	

kwàidz	chopsticks	N	4	
lābā	trumpet	N	9	
lái	come (toward the speaker)	V	6	
lāu	always	A	6	
lāushr̄	teacher, Mr. (especially when student addresses his teacher)	N	1	
-le	verb and sentence suffix	P	3	
lèi	tired	Adj	8	
lěng	cold	Adj	15	
lí	from (be separated or distant from)	CV	11	
Lǐ	a Chinese surname	N	1	S
lǐ(tou)	inside	FW	6	
-lǐ	a Chinese li (1/3 mile)	M	15	
Lǐbaièr	Tuesday	TW	3	S
Lǐbailiyou	Saturday	TW	3	S
Lǐbaisān	Wednesday	TW	3	S
Lǐbaisì	Thursday	TW	3	S
Lǐbaitiyan	Sunday	TW	3	S
Lǐbaiwǔ	Friday	TW	3	S
Lǐbaiyī	Monday	TW	3	S
Lín	a Chinese surname	N	7	
líng	zero	Nu	5	
lóufáng	storied building	N	12	
-lǒur	basket	M	8	
lóushang	upstairs	FW	6	
lóusya	downstairs	N	6	S

lù	road	N	11	
-lù	route number of bus	M	11	
lyǎn	face	N	14	S
lyǎng-	two or a couple of	Nu	5	
-lyàng	unit measure for wheeled vehicles	M	12	
lyànsyǐ	practice, warm up	V	14	
lyòu	six	Nu	3	S
lyóusyǐng	popular	Adj	13	
Lyòuywe	June	TW	3	S
lyǔsyǐng	travel	V	15	
ma	sentence suffix used to convert a declarative sentence into an interrogative sentence.	P	1	
Mā (ma)	Mammy (mother)	N	6	
máfan	troublesome	Adj	11	
mǎi	buy	V	5	
mài	sell	V	5	
màipyàude	ticket clerk	N	10	S
Měi-lǐ	girl's name	N	9	
màn	slow	Adj	12	
mǎng	busy	Adj	1	
máng shémǎ?	what's the hurry?	IE	9	
mǎnmǎr	slowly	A	9	
-mǎu	dime	M	5	
mǎubǐ	Chinese writing brush	N	5	S
mǎuyī	sweater	N	2	S
méi	no, not, have not, did not	A	2	

Měi-fāng	A Chinese girl's name.	N	2	
Měigwo	America (U.S.A.)	FW	2	
měi(lǐ)	beautiful	Adj	15	
mèimei	younger sister	N	6	
méi shémma	Don't mention it; it's nothing at all; not all; etc. (used in response to someone who thanks you for a favor)	IF	8	
mén	door, gate	N	7	
míngnyán	next year	TW	12	S
míngsyǐnpyār	post card	N	11	
míngtyan	tomorrow	TW	2	S
mūchīn	mother (more formal than <u>māma</u>)	N	6	S
myānbāu	bread	N	14	
nà	in that case	IF	6	
nà dzēm̄ma hāu yǐsz	why, that would be embarrassing	IF	10	
nán	difficult	Adj	2	
nánjújyān	actor in major role	N	10	S
nār	where?	FW	3	
Nārde hwà	not at all	IF	2	
ne	sentence suffix usually with méi to indicate incomplete action	P	3	
	sentence suffix indicating continuance of action in positive statements	P	6	
	sentence suffix in question	P	4	
něi-	which	SP	3	
nèi-	that (there)	SP	3	
nèikē	medical department	N	13	
něityan	which day?	TW	3	

nèm(ma)	in that way, to that degree	A	4	
néng	can; be able	AV	4	
nèr	there	PW	3	
nǐ	you (singular)	ProN	1	
nǐ jēn tāuyàn	you are being silly! (you are really disgusting)	IE	7	
nǐmen	you (plural)	ProN	1	S
nín	a polite form of nǐ, very commonly used in North China	ProN	1	
nyànshū	study	V(VO)	4	S
nyóunǎi	milk	N	4	
nyóupái	beefsteak	N	4	
nyújúyǎu	actress in major role	N	10	
O!	oh, I see	IF	7	
pàng	fat	Adj	4	
pángbyār	side	PW	12	
Pánnísyīlín	penicillin	N	13	
-pár	plate	M	4	
pǎu	run	V	14	
pèng	hit, meet	V	14	
péngyou	friend	N	9	
píngsyìn	ordinary mail	N	11	
pūtūng	ordinary	Adj	13	
pyányi	cheap	Adj	5	
-pyàr	slice	M	4	
pyàu	ticket	N	10	
pyàulyang	pretty	Adj	7	

ràng	(indicates agent of action) by	CV	14	S
rè	warm, hot	Adj	15	
rén	man, person	N	2	
rè nau	prosperous, bustling	Adj	12	
rénren	people, everybody	N	15	
rènshr	know, recognize, be acquainted with	V	9	
ròu	meat	N	4	
rúngyi	easy	Adj	2	S
sān	three	Nu	3	S
sāngdz (hóulung)	throat	N	13	
sānlwunchē	Chinese pedicab	N	11	
Sānywe	March	TW	3	S
shān	mountain	N	15	
shàng	functioning as "to go to" together with <u>chyü</u>	CV	6	
shàngchē	get on (a car)	V(VO)	12	
Shànghǎi	Shanghai	FW	12	
shàng(tou)	top; upper end or side	FW	3	
shǎu	few, little	Adj	5	S
	short	V	6	
sháur	spoon	N	6	
shèhwèi	social science, society	N	2	
shéi	who	ProN	1	
shénma	what?	ProN	2	
shēn	stretch	V	13	
shénchǐ	impressive	Adj	9	

shétou	tongue	N	13	
shǒu	hand	N	14	
shòu	skinny	Adj	4	
shōujyù	receipt	N	11	
shōulán	guard the basket	V(VO)	14	
shòushāng	get wounded	V(VO)	14	
shǐ	ten	Nu	3	S
shì	to be	V	1	
	try	V	13	
shì(ching)	affair, undertaking	N	7	
Shrèrywe	December	TW	3	S
shǐhou	time	N	7	
shīmǔ	teacher's wife	N	8	
shǐyànshì	science laboratory	N	3	S
Shǐyīwe	November	TW	3	S
Shǐywe	October	TW	3	
shū	book	N	3	
	lose (the game)	V	14	
shūfu	comfortable	Adj	12	
shǔjyà	summer vacation	N	15	
shǔjyàdz	bookshelves	N	3	
shùsywé	mathematics	N	3	
shwéigwō	fruit	N	8	
shwèi(jyàu)	sleep	V(VO)	8	
shwōhwà	carry on conversation	V(VO)	6	
Sūjou	Soochow (a city near Hangchow)	FW	15	

sùnglǐ	present gift	V(VO)	8	
swàn	count	V	5	
swànpan	abacus	N	5	
swéibyan	as one wishes	IE	9	
swóyi	so, therefore	A	11	
syàchē	get off a wheeled vehicle	V(VO)	11	
syà(ge)lǐbài	next week	TW	15	
syān	first	A	3	
syàndzài	now	TW	6	
syāng	want to; consider to; plan to	AV	4	
syàng	resemble	V	10	
syāngdz	luggage, box, suitcase	N	12	
syāngsya	country (rural)	N	6	
syānsheng	Mr., sir	N	1	S
syāu	small	Adj	5	
syáu jye	miss	N	9	
syäusyīn	careful	Adj	12	
-syē	quantity of; several	M	5	
Syībānyá	Spain	FW	2	S
Syībānyáwén	Spanish	N	2	S
Syībupyāndz	Western movie	N	10	
syīhwan	like (be fond of)	V	2	
	like to, enjoy	AV	10	
syījyū	comedy	N	10	S
syīn	mail, letter	N	11	

syíng	satisfactory, all right	Adj	6	
	good	Adj	14	
syíng	be surnamed	V	7	
syíngkwei	fortunately	A	14	
syítí	exercise	N	3	
syōusyi	rest	V	13	
sywéhwei	learn	V(RV)	15	
sywésheng	student	N	1	S
sywésyàu	school	N	3	S
s̄	four	Nu	3	S
S̄we	April	Tw	3	S
tā	he, (him)	ProN	1	
tài	too, excessively	A	4	
tāmen	they, (them)	ProN	1	S
tán	talk	V	8	
tāng	soup	N	4	
táng	candy (lit. sugar)	V	8	
tèbyé	special	Adj	13	
	specially	A	13	
téng	painful	Adj	13	
tīng	listen to	V	2	
tīngshwō	they say, I hear	IF	15	
tōu	head	N	14	S
tóulán	shooting	V	14	
tóuténg	have a headache	V	13	
tsái	only then, until then	A	7	
	only	A	9	

tsài	vegetables; a dish of food other than staple	N	4	
tsáipàn(ywán)	referee	N	14	
tsäise	color	N	10	
tsänjyā	join	V	8	
tsù	vinegar	N	6	
tsúng	from	CV	6	
tsúngchyán	formerly	TW	15	
-tsz̄	a time, occasion	M	12	
túngsywé	schoolmate	N	7	
túshūgwān	library	N	3	
twánbài	exchange New Year's greeting in a group	N	8	
twēi	leg	N	14	S
-tyān	day	M	15	
tyānchi	weather	N	15	
tyāntyan	everyday	TW	6	
-tyáu	line	M	11	
tyàu	jump	V	14	
tyē	stick, affix	V	11	
wài!	hello	IE	7	
wài(tou)	outside	FW	6	
wàigwo	foreign country	FW	5	
wàikē	surgery	N	13	
wán	finish, get through	V	8	
wān	bowl	N	6	
	late	Adj	7	
-wān	bowl	N	4	

wǎnfān	supper	N	7	
Wáng	a common Chinese surname	N	1	
wǎng (wàng)	towards (in direction of)	CV	11	
wàng	forget	V	6	
wǎnhwèi	evening party	N	9	
wǎnshang	evening, night	TW	2	
wár	play	V	6	
-wèi	person (polite form)	M	9	
wèn	ask	V	1	S
wǒ	I, (me)	ProN	1	
wǒmen	we, (us)	ProN	1	S
wǔ	five	Nu	3	S
wēndù	temperature	N	13	
Wǔyue	May	TW	3	S
ya!	added at the end of a sentence to express something unexpected	IF	9	
yǎn	perform	V	10	
Yáng	Chinese surname	N	9	
-yàng	kind; sort	M	5	
yǎnjīng	eyes	N	14	
yào	want; like	V	4	
	going to; expect to; shall; will	AV	5	
	medicine, drug	N	13	
yàujīn	serious	Adj	13	
yàushr	if, in case	A(MA)	10	
yě	also too; (with negative statements) either all, both; in all cases	A	2	

yè	night	N	8	
yésyu	may	A(MA)	15	
yī	one	Nu	3	S
yībǎi	100	Nu	5	S
yīchyān	1,000	Nu	5	S
yídǐng	necessarily, certain	A	6	
yīdyār	a little, a bit, some	N	4	
yǐdz	chair	N	3	S
yīgùng	altogether	A(MA)	5	
yīhwēr	a moment	TW	3	
yǐjīng	already	A	3	
yīkwār	together	A	4	
yíng	win	V	14	
Yīngwén	the English language	N	1	
yīnwei	because, for	A(MA)	10	
yīshang	clothes	N	2	
yīsz	originally meaning "thought," syau yīsz, "a little thing" or "nothing," usually used to express one's humble manner in presenting a gift to somebody	N	8	
yīwàn	10,000	Nu	5	S
yīwànwàn	100,000,000	Nu	5	S
yīyàng	alike, similar, the same	Adj	10	
yīywàn	hospital	N	13	
Yīywe	January	TW	3	S
yōu	have	V	2	

yòu	again	A	9
	and also....	A	13
yòubyār	right (side)	FW	6 S
yóu(jèng)jyú	post office	N	11
yóujyǎn	air letter	N	11
yóupyàu	stamp	N	11
yóusyǐng	parade	N	9
yóutǔng	mailbox	N	11
yóuyǔng	swim	V	15
yóuyǔngyī	swimming suit	N	15
yú	fish	N	4
yùbei	prepare	V	3
yùng	use	V	4
	with	CV	11
ywǎn	far	Adj	11
ywē	date, make an appointment	V	7
ywèdwèi	musical band	N	9

STRUCTURAL PATTERNS IN LEVEL ONEUnit I

1. S Adj

Ní hǎu a.

2. S A Adj

Wó hěn máng.

3. S V N

Tā shr lǎushr

4. N N

Wáng Lǎushr5. Negative Forms with BuTā búshr Yīngwen laushr.Nǐ bùmáng ma?Wǒ buhěn máng.

6. Question Forms

(a) Affirmative Statement with MaTā shr Wáng Lǎushr ma?(b) Negative Statement with MaNǐ bùmáng ma?

(c) Simple Choice-Type Question

Nín bùmáng ma?

(d) Question with Question Word

Tā shr shéi a?

7. Answer Forms

(a) Repetition of the Verb of the Question

Lǎushī máng bumáng?

Wó hēn máng.

(b) Omission of the Subject of the Question

Tā shì shéi a?

Shì Wáng Lǎushī.

Unit II

1. S V O

Wó yǒu Jūngwén.

2. O S V

Dàrán shèhwèi, wǒ dōu syīhwan.

3. Nde N

Jāng Měi-fāngde yīshang

4. Negative Form with Méi

Wǒ méiyou Yīngwén.

5. Different Senses with Dōu

Jūngwén Yīngwén dōu rúngyi.

Jūngwén Yīngwén bùdōu rúngyi.

Jūngwén Yīngwén dōu bùrúngyi.

6. Question Forms

(a) Choice-Type Question with Object

Nǐ kàn dyànshì bùkàn?

Nǐ yǒu méiyǒu Yīngwén?

(b) Choice between Two Subjects

Jūngwén nán, Yīngwén nán?

(c) Choice between Two Predicates

Nǐ syǐhwan dàrán, syǐhwan shèhwèi?

Unit III

1. S CV PW (N) V

Wǒ dào nèr chū.

2. Purpose of Going

(a) S CV O V PE

Nǐ dào túshūguǎn chū dào shénme?

(b) S CV O PE V

Nǐ dào túshūguǎn dào shénme chū?

(c) S CV O V PE V

Nǐ dào túshūguǎn chū dào shénme chū?

3. Completed Action with -Le

Wǒ yǐjīng kànle.

4. Incomplete Action with Mei

Wǒ hái méiyùbei ne.

5. Question Forms of Completed and Incomplete action

Nǐ yùbeile ma?

Nǐ yùbeile méiyóu?

Nǐ yùbeile méiyùbei?

Nǐ méiyùbei ma?

6. PW You N

Nèige jwōdz shang yǒu Jūngwen dǎdyǎn.

7. Omission of Subject and Object

(Ní) yǒu (Jūngwen dǎdyǎn) ma?

(Nèr) Yě méiyóu (Jūngwen dǎdyǎn).

8. A Sentence as an Object

Nǐ jǐdau wǒmen nǎityan kǎu shùsywé ma?

9. Sp-M N

Jèige jwōdz

10. Question Words in a Sentence

(a) Question and Answer

Wǒmen nǎityan kǎu shùsywé?

Wǒmen Shǎrywe báhu kǎu shùsywé.

(b) Without Question Suffix Ma

Ní jǎu shémma shū?

Unit IV

1. Changed Status with -Le

(a) With Adjectives

Wǒ èle.

(b) With Auxiliary Verbs

Wǒ bùnéng dzài chǐ ròu le.

2. Sentence with Auxiliary Verbs

Wǒ hwèi yòng kwàidz.

3. Omission of Subject with Yǒu

(Jèr) yǒu jǐ, yé yǒu yú.

4. Multiple Objects

(a) S V O, ye V O, ...

Yǒu jī, yé yǒu yú.

(b) S V O, V O

Wǒ jyòu chǐ yípár chīngtsài, hē yìbēi nyóunǎi.

(c) S V O, O, O, ...

Wǒ yàu yíkwài jǎjī, yípyàr myànbāu, yìwǎn tāng.

5. N-ne Question Form

Wó syǎng chǐ nyóupái. Nǐ ne?

6. Nu-M N

Yípár chīngtsài

7. ProN(N) PW

Tāmen nèr

8. S yi-M (N) dōu negV

Nǐ yídyǎr ròu dōu bùchǐ ma?

Unit V

1. S V indO dirO

Chíng nǐ géi wǒ yìběn dǎde.

2. Changed Status with -Le (negative verb)

Wǒ bùmaile.

3. Sums of Money

Lyāngwan-chīchyan-wúbai-szshrkwai-lyòumau-èrfen chyán.

4. -De in Computing

Jyòumau chyánde lyāngmau-wū, yíkwai-yímau-wū.

5. In quiring about Prices

Jèiyàngnde dwōshau chyán?

Nèisyē mài shémma jyàchyán?

6. Positions of Apiece

Wūkwai chyán yibēn.

Yibén wūkwai chyán.

7. Modification with Adjectives

Wōmen yóu hǎu gāngbǐ.

Wōmen yóu hǎude gāngbǐ.

Wōmen yóu hǎude.

Unit VI

1. S dzai PW

Bàba dzài jyā ma?

2. Continuance with Ne

Tā dzai lóushang dǎ máuyī ne.

3. Tsúng Láí Pattern

Ní jyějye tamen tsúng syāngsya láí.

4. Probability with Ba

Mā, fàn kwài hǎule ba.

5. Request with Ba

Nī bǎiyibǎi jwōdz ba.

6. Imminent Change of Status with Le

Mā, fàn kwài hāule ba.

7. N Sp-M N

Dzwōbyār nèige chōuti li

8. ProN N

Ní jyějye

9. S V PE

Wō chyù jyàn tamen lái chřfànle.

Unit VII

1. S dzwò N chyù (lái)

Wōmen dzwò chē chyù.

2. S Vle O, jyòu

Wō chřle dzāufàn, jyòu chyù.

3. Imminent Action with -Le

Wō dēi chyù chř wānfàn le.

4. Telling Time by the Clock

shřdyan jūng

shřdyan-yíkè

jyòudyan wūfen

lyòudyan chà yifen

sāndyanbàn

jwūn szdyan jūng

jyòudyan dwō

5. Larger Unit of Time

míngtyan dzāushang shrdyan jūng

6. Inquiring about the Time of Day

Syàndzài jídyan jūng (le)?

Shémma shrhōu (le)?

Unit VIII

1. S Vde Adj

Wōmen wārde jēn gāusyǐng.

2. S yiv (O), (S) jyòu V (O)

Tā yìwǎnle, jyòu méi byéde shr le.

3. Choice-type Question Emphatic

Wō dài yihér bīnggān ne, háishr dài yilōur shwéigwō?

4. Ne with Questions

Wō shr dài yihér bīnggān ne, háishr ?

Ní syāng sùng shémma lǐ ne?

Wō syāng chř nyóupái. Nǐ ne?

Unit IX

1. (S) Vde N

Tāmen chwānde jrdú ...

2. Vde Sp-M N

jřhwēide nēiwēi syáu jye

3. Describing Manner with an Object

Gú dāde jēn hǎu a.

(S) O Vde Adj

Nǐ chānggēr chāngde tsái hǎu ne.

S V O, Vde Adj

4. Expressing Manner in Command

Kwài lái.

Kwài dyār lái.

Unit X1. Experience with Gwo

Wó jyějye shwōgwo

2. Degree of Comparison with Geng and Dzwei

Tsāisède jyòu gèng hāule.

Wó dzwei syihwan jèige nyújújyāu.

3. Yàushr ... jyòu ... Structure

Yàushr jèige dyànyīngr shr tsāisède jyòu gèng hāule.

Unit XI1. Distance with Lí

Jūng-shān Lù lí jèr ywān buywān?

2. Ordinal Numbers

dīyī, dīèrge, dīchíge

3. S V dàu ... chyù (lái)

Nín nèige bāugwó yě jǐ dàu Měigwo chyù ma?

4. Yōu in Measurement

Chēngyicheng yōu dwó jūng?

Unit XII

1. S V dzài PW Construction

Wó dzwò dzài chwānghu pángbyār.

2. Shr de Construction

Dàgài shr dàu Hángjou chyùde

3. Occasion and Occurrence with -Tsè and -Hwéi

Diyítsè shr chyánnýán dzwòde.

Wǒ dzwògwo háujihwéi.

Wǒ dzwòle lyǎngtsè hwòchē le.

3. Comparison with Bǐ

Chwán bǐ hwòchē gēn fēijī dōu màn.

Unit XIII

1. Inclusiveness and Exclusiveness

Nà swéibyan shéi dōu kéyi.

2. Continuance with -Je

Ní dēngje.

Kāije chwānghu shwéi.

Mén kǎije ne.

3. The Ba Construction

Ní bǎ shétou shēnchūlái.

4. Comparison with Yídyār or -De Dwō

Wǒ jèihwēr yǐjing jywéde hāude dwōle.

Wó yǐjing hāu yídyār le.

5. Specific Relative Time with -De Shǐhou

Shwèijyàde shǐhou byé bǎ chwānghu kǎide tài dà.

Unit XIV

1. Co-verb of Agent

Chyóu bèi Húngdwèi chyángdzòule.

2. Comparison

Jèi lyǎngdwèi, nǎidwèi syíng a?

3. Clauses Functioning as Nouns

shǒulande, màibàude, màipyàude

Unit XV

1. Similarity and Dissimilarity

Nèrde tyānchi gēn Sūjou yiàng.

Nèrde tyānchi gēn Sujou yiàng hǎu.

Chángchéng jēn yǒu yíwǎnlǐ němma cháng ma?

2. Measured Objects and -Le

Wǒ dzài nèr jùle lyǎngge ywè.

Wǒ dzài jèr jùle lyǎngge ywè le.

3. Indefinite Numbers

sè-wūtyānde hwōchē

CLASSROOM EXPRESSIONS

Bǎ shū héshang.	Please close the book.
Chǐng bǎ shū dǎkāi.	Please open the book.
Chǐng byé shwōhwà.	Please don't talk.
Dì.....kè.	Lesson.....
Dì.....yè.	Page.....
Chǐng shwō Jūnggwo hwà.	Please speak Chinese.
Chǐng byé shwō Yīngwèn.	Please don't speak English.
Chǐng dàdyǎr shēng shwō.	Please speak a little louder.
Chǐng gēnje wǒ yīkwàr nyàn.	Please read with me.
Wǒ nyàn yíjyù, nǐ gēnje nyàn yíjyù.	I read a sentence, you repeat after me.
Nǐ dǔngle ma?	Did you understand?
Hái yǒu méiyǒu wèntí?	Do you have any more question?
Jèijyù hwà shr shémma yìsz.	What does this sentence mean?
Nǐ tīngdejyàn ma?	Can you hear me?
Chǐng hwéidá wǒde wèntí.	Please answer my question.
Syàndzài bèishū.	Now, recite.
Chǐng nǐ bèi.	Please recite.
Syàndzài tīngsyé.	Now, dictation.
Chǐng nǐ dzài hēibǎn shang syě.	Please write on the chalkboard.
Chǐng búyàu kàn shū.	Please don't look at the book.
Chǐng tsátsa hēibǎn.	Please erase the chalkboard.
Syàndzài wǒmen tīng lùyīndài.	Let's listen to the tape.
Shǐrhòu dàule.	Time is up.
Syàkè.	The class is dismissed.

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Classical Music of China (Lyrichord 27, one 10 disc). Formerly in Musicraft Album 44. Vei Chung Loh playing on ancient instruments.

UNIT I

FOR TEACHER

Chinese-Mandarin Teaching
Material Development Project
San Francisco State College

UNIT 1

THE FIRST DAY OF SCHOOL

On the first day of school, Student A encounters his teacher, Mr. Wáng, at the entrance to the school. He greets his teacher. A moment later his schoolmate, Student B, also arrives at the gate. The students exchange remarks and proceed to enter the school.

1

Cut out

Lăushr dzău.
Dzău, ní hău a!

2

Cut out

Hău. Lăushr, nín mǎng bumǎng?
Wó hěn mǎng. Nǐ bumǎng ma?
Wó bùhěn mǎng.

3

Cut out

Dzàijyàn.
Lăushr dzàijyàn.

4

Cut out

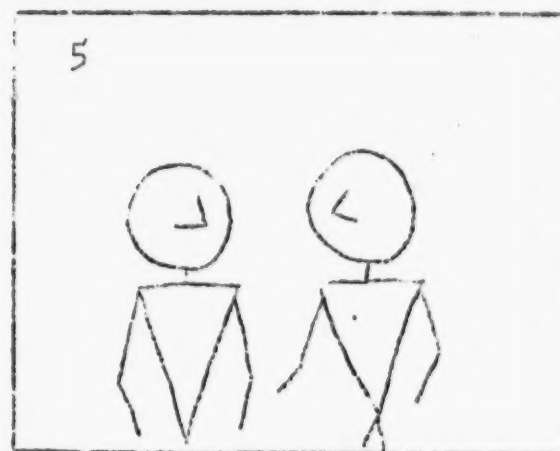
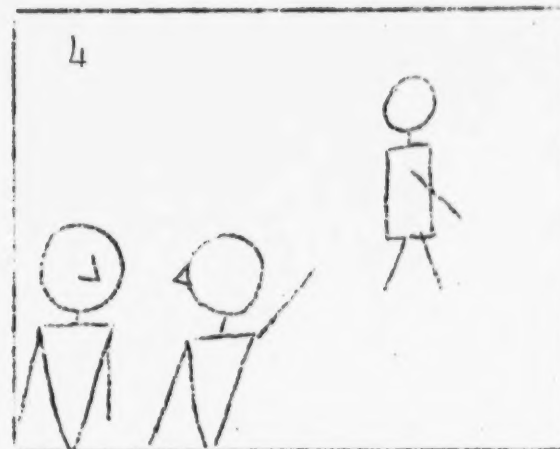
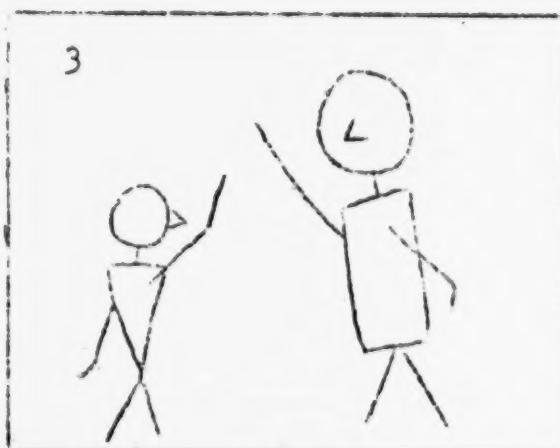
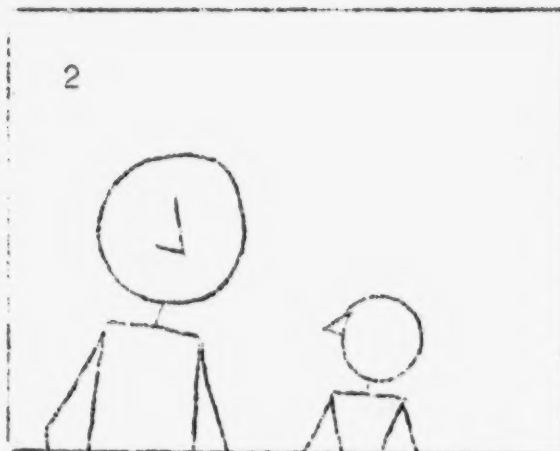
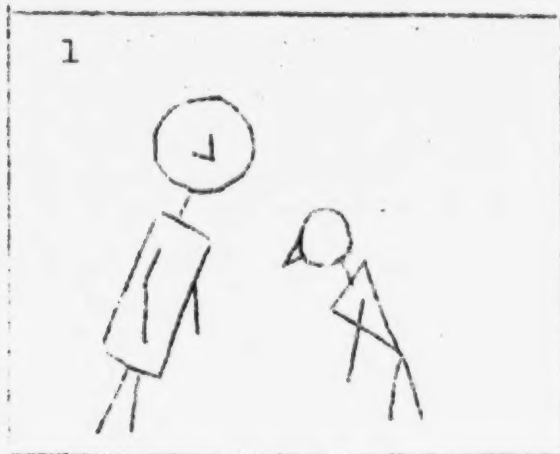
Tā shr shéi a?
Tā shr Wáng Lăushr.

5

Cut out

Tā shr Yǐngwen laushr ma?
Tā búshr Yǐngwen laushr.
Tā shr Jūngwen laushr.

..... Cut along line



DIALOGUE

- Sywésheng Yī: Lǎushr̄ dzǎu.
Wáng Lǎushr̄: Dzǎu, ní hǎu a!
Sywésheng Yī: Hǎu. Lǎushr̄, nín máng bumáng.
Wáng Lǎushr̄: Wó hěn máng, Nǐ bù máng ma?
Sywésheng Yī: Wǒ bù hěn máng.
Wáng Lǎushr̄: Dzàijyàn.
Sywésheng Yī: Lǎushr̄ dzàijyàn.
- Sywésheng Èr: Tā shì shéi a?
Sywésheng Yī: Tā shì Wáng Lǎushr̄.
Sywésheng Èr: Tā shì Yīngwen laushr̄ ma?
Sywésheng Yī: Tā bú shì Yīngwen laushr̄. Tā shì Jūngwen laushr̄.

Student A: Good morning, sir.

Mr. Wang: Good morning, How are you!

Student A: Fine. Are you busy?

Mr. Wang: I am very busy. Aren't you?

Student A: Not too busy.

Mr. Wang: Good-bye.

Student A: Good-bye, sir.

Student B: Who is he?

Student A: He is Mr. Wáng.

Student B: Is he an English teacher?

Student A: He is not a teacher of English. He is a
teacher of Chinese.

SUMMARY

1. The Sounds

a. Initials

dz	<u>dzău</u>	m	<u>máng</u>
n	<u>nǐ</u>	j (retroflex)	<u>Jūngwén</u>
t	<u>tā</u>	h	<u>hău</u>
sh	<u>shǐ</u>	b	<u>bù</u>
w	<u>wō</u>	s (y)	<u>sywésheng</u>
l	<u>lăushǐ</u>	j (y, i)	<u>dzàijyàn</u>
y	<u>Yīngwén</u>		

b. Finals

au	<u>dzău</u>	ung	<u>Jūngwén</u>
i	<u>nǐ</u>	en	<u>hěn</u>
a	<u>tā</u>	o	<u>wō</u>
r	<u>shǐ</u>	ai	<u>dzàijyàn</u>
ei	<u>shéi</u>	an (y)	<u>dzàijyàn</u>
ang	<u>máng</u>	in	<u>nín</u>
ing	<u>Yīngwén</u>	e (y, yw)	<u>sywésheng</u>
u	<u>bù</u>	eng	<u>sywésheng</u>

c. Tones

(1) Tone Sandhi:

Nǐ hău becomes Ní hău.

(2) Neutral Tone:

Yīngwén lăushǐ becomes Yīngwén laushǐ.

(3) Tones on Bu:bùmáng, bùhěn, but búshr.

2. Vocabulary

a. Nouns

Tā shr Wáng Lǎushr.Tā shr Yīngwen laushr ma?Tā shr Jūngwen laushr.Lǐ Syānsheng shr shéi a?Wǒ shr sywésheng.

b. Pronouns

Wó hěn mǎng.Nǐ bùmáng ma?Tā shr shéi a?Nín mǎng bùmáng?Wǒmen hěn mǎng.Nǐmen búshr sywésheng ma?Tāmen bùhěn mǎng.

c. Verbs

Tā shr Wáng Lǎushr.Nǐ wèn tā, tā shr shéi.

d. Adjectives

Lǎushr dzǎu.Nǐ hǎu a.Wó hěn mǎng.

e. Adverbs

Wó hěn máng.

Tā búshì Yīngwen laushī.

f. Particles

Nǐ bùmáng ma?

Tā shì shéi a?

g. Idiomatic Expression

Lāushī dàijyàn.

3. Structural Patterns

a. S Adj

Nǐ hǎu a.

b. S A Adj

Wó hěn máng.

c. S V N

Tā shì lāushī.

d. N N

Wáng Lāushī

e. Negative Forms with Bu

Tā búshì Yīngwen laushī.

Nǐ bùmáng ma?

Wó bùhǎn máng.

f. Question Forms

(1) Affirmative Statement with MaTā shǐ Wáng Lǎushǐ ma?(2) Negative Statement with MaNín bù máng ma?

(3) Simple Choice-Type Question

Nín máng bumáng?

(4) Question with Question Word

Tā shǐ shéi a?

g. Answer Forms

(1) Repetition of the Verb of the Question

Lǎushǐ máng bumáng?

Wó hěn máng.

(2) Omission of the Subject of the Question

Tā shǐ shéi a?

Shǐ Wáng Lǎushǐ.

THE SOUNDS

1. Initials

The following are the initials found in Unit I:

dz	<u>dz</u> ǎu, <u>dz</u> ǎiǰyǎn
n	<u>n</u> ǐ, <u>n</u> ǎn
t	<u>t</u> ǎ
sh	<u>sh</u> ǐ, <u>lǎush</u> ǐ, <u>sh</u> éi, <u>sywésh</u> ǎng
w	<u>W</u> ǎng, <u>Y</u> ǐngwén, <u>w</u> ǒ
l	<u>l</u> ǎushǐ
y	<u>Y</u> ǐngwén, <u>y</u> ǐ
m	<u>m</u> a, <u>-m</u> en, <u>m</u> ǎng
j (retroflex)	<u>J</u> ǐngwén
h	<u>h</u> ǎu, <u>h</u> ěn
b	<u>b</u> ù
s(y)	<u>sywésh</u> ǎng
ǰ(y,i)	<u>dz</u> ǎiǰyǎn

2. Finals

The following are the finals found in Unit I:

au	<u>dz</u> ǎu, <u>lǎush</u> ǐ, <u>h</u> ǎu
i	<u>n</u> ǐ
a	<u>t</u> ǎ, <u>m</u> a
r	<u>sh</u> ǐ, <u>lǎush</u> ǐ
ei	<u>sh</u> éi
ang	<u>W</u> ǎng, <u>m</u> ǎng
ing	<u>Y</u> ǐngwén

u	<u>bù</u>
ung	<u>Jūngwén</u>
en	wō <u>mén</u> , ní <u>mén</u> , tā <u>mén</u> , hě <u>n</u> , Yīng <u>wén</u> , Jūng <u>wén</u>
o	Wǒ
ai	dzà <u>ijyàn</u>
an (y)	dzà <u>ijyàn</u>
in	nín
e (y, yw)	sywé <u>sheng</u>
eng	sywé <u>sheng</u>

3. Tones

- a. There are in this lesson the following examples of tone sandhi:

Nǐ hǎu becomes Ní hǎu

Hěn míng becomes hěn (pronounced low but without a rising ending) máng

- b. The lau in Yīngwén laushī becomes toneless because it follows the unstressed syllable wén, and the natural flow of the sounds does not, if without any special reason for it, make the speaker dip his pitch to give lau its final tone movement. Hereafter in this text, all unstressed (toneless) syllables are shown without tone marks.

- c. The negative adverb bù is pronounced with a falling tone, except when it is followed by another falling tone, in which case it changes to a rising tone:

bùáng, bùěn, but bùshǐ.

VOCABULARY

1. Nouns

Wáng	a common Chinese surname
lǎushī	teacher, Mr. (especially when student addresses his teacher)
Yīngwén	the English language
Jīngwén	the Chinese language

2. Pronouns

wǒ	I, (me)
nǐ	you (singular)
tā	he, (him)
nín	a polite form of <u>nǐ</u> , very commonly used in North China
shéi	who

3. Verb

shì	to be
-----	-------

4. Adjectives

dǎo	early, good morning
hǎo	good, well
máng	busy

5. Adverb

hěn

very, quite

bù

not, no (to facilitate reading the Romanized transcription, bu will be attached to the word it qualifies.)

6. Particles

ma

sentence suffix used to convert a declarative sentence into an interrogative sentence.

Tā shì Yīngwén laushì ma?

Nǐ bùmáng ma?

a

sentence suffix, suggesting exclamation

Tā shì shéi a?

7. Idiomatic expression

dzàijyàn

goodbye. see you again.

SUPPLEMENTARY VOCABULARY

1. Nouns

Lǐ	a Chinese surname
sywésheng	student
syǎnsheng	Mr., sir

2. Pronouns

wǒmen	we (us)
nǐmen	you (plural)
tāmen	they, (them)

3. Verb

wèn	ask
-----	-----

STRUCTURAL PATTERNS

1. Simple sentence with adjective S Adj
 Lǎushī dǎu.
 Nǐ hǎo a.
2. Simple sentence with adverbial modifier S A Adj
 Wǒ hěn máng.
3. Equational sentence S V E
 Tā shì shéi a?
 Tā chī Wáng Lǎushī.
4. Nouns modified by other nouns N N
 Wáng Lǎushī.
 Jīngwén Lǎushī.
5. Negative sentence with the negative adverb bù attached to verbs, adjectives, or adverbs.
 Tā bùshì Yīngwén lǎushī.
 Nǐ bùmáng ma?
 Wǒ bùhěn máng.
6. Question forms
 - a. The most common type of question is structured by adding the particle ma to a statement. The word order of the sentence, whether negative or affirmative, is not changed.
 Statement (affirmative): Tā shì Yīngwén lǎushī.
 Question: Tā shì Yīngwén lǎushī ma?
 A question of the simple type may also take the negative form:
 Statement (negative): Tā bùmáng.
 Question: Tā bùmáng ma?

- b. Another common pattern for a question is the choice type, formed by coupling the positive and negative forms of a verb or adjective. The stress always falls on the first or positive half of the verb or adjective unit in this type of question:

Statement: Nín máng.

Question: Nín máng bù máng?

Note: The particle ma is not used in a choice type question.

- c. A question may be formed by the use of "question words," e.g., shéi, shénma (who, what), etc. In English, the word order of a statement is changed in order to make a question. Thus, "Who is he?" in Chinese the same pattern is used for both statement and question. Consequently, the question and the answer word occupy exactly the same position in the respective sentences:

Tā shì shéi a?

Tā shì Wáng Lǎushī.

7. Answer forms

- a. Answers to questions calling for "yes" or "no" answers are formed by repeating the verb of the question with or without a modifier.

Lǎushī máng bù máng?

Wó hěn máng. (or Wǒ máng; or Wǒ bù máng.)

- b. In short answers the subject is frequently omitted.

Tā shì shéi a? Lǎushī máng bù máng?

Shì Wáng Lǎushī. Hěn máng.

NOTES

1. Cultural Notes

a. In this unit a few most common expressions used in daily greetings are presented. Nín dǎo (Good morning, or You are early), and Nǐ hǎo (how are you, or You are well) are such expressions.

A toneless a is frequently suffixed but never stressed. In addition, it must be borne in mind that the Chinese people quite commonly greet each other by asking, "Have you eaten (breakfast, lunch, dinner, etc., depending on the appropriate hour)?" or "Where are you going?" A slight bow usually accompanies. Handshaking is practiced among familiar friends or on very formal presentations. A teacher almost never shakes hands with his students.

b. The most common way of addressing a person politely in Chinese society is xiānsheng which may be applied to men and not infrequently to women. The Chinese high school student, however, invariably addresses his teacher, man or woman, as lǎoshī, placing it after the teacher's surname when a surname is used.

c. As in most other living languages, there are several common expressions in Chinese used at the parting of two conversants. Dàijàn is but one of them and perhaps the most generally used.

2. Pedagogical Notes

a. During the very first hour, explain briefly the principles of learning a foreign language and what the students are expected to do and why.

- b. Describe briefly, with the aid of a wall map, the land and the people of China, and the main significance of her culture.
- c. Introduce one or two exchanges of classroom expressions each until all the needed expressions, as listed Appendix , are learned.
- d. Use chalk board or a felt board to illustrate the situation of the unit and the characters involved.
- e. As has been discussed before under the "Unit Teaching Procedures," the teacher is to keep constantly in mind the precise objectives of each unit. In this unit the teacher's responsibility is to familiarize the student with the sound patterns, structural features, and vocabulary items and their functions thus far introduced. These points are described in the notes and re-outlined in the summary of this unit. A glance at the summary will enable the teacher to judge if certain features and items still need reinforcement before attempting an evaluation of the student's progress at the completion of this unit.
- f. It is to be noted that the answer forms explained in the notes and elsewhere are not so identified in the summary because the summary is also meant for the student to have at an appropriate time and to keep on hand for review purposes. Since the answer forms are, strictly speaking, not new forms drastically different from the question forms, to stress them as clearly identifiable forms might mislead the student into thinking that there are too many sentence patterns to be mastered.

g. In the "Progress Evaluation" at the end of this unit, there is a section designed to check on the student's "Reading." This means, at this stage, an evaluation of the student's ability to recognize the romanized transcription and be able to use it effectively as a helpful tool to his future study. This section of evaluation, of course, can not be used until the transcription system has been explained and drills carried out during the period when this unit is studied.

A reminder: If your students have not yet mastered the sounds you have taught them so far, don't show them the transcription because it will tend to mislead them and make their imitation of the correct models twice as difficult. In such a case, just postpone the use of this part of evaluation.

If the students have already become quite fluent in reproducing the dialogue and its variations with correct pronunciation and if it is observed that they are groping for some system of transcription or even inventing their own to help them in noting down certain things, then you may proceed with the introduction of the Romanization system. Don't give it to them all at once. Give them enough only to cover the sounds they have already learned. Exercises and drills similar to the "Reading" in the evaluation section may be easily structured and used as variations from the classroom oral drill whenever such variations are psychologically and pedagogically desirable. Don't over use them.

FLUENCY DRILL

Dzǎu.

Nín dzǎu.

Lǎushǐ dzǎu.

Wáng Lǎushǐ dzǎu.

Hǎu.

Nín hǎu.

Nín hǎu ma?

Lǎushǐ, nín hǎu a!

Máng.

Nín máng.

Lǎushǐ máng.

Wáng Lǎushǐ máng.

Máng.

Bùmáng.

Wǒ bùmáng.

Nǐ bùmáng.

Tā bùmáng.

Máng.

Bùmáng.

Máng bùmáng?

Nǐmen máng bùmáng?

Tāmen máng bùmáng?

Máng.

Hěn máng.

Bùhěn máng.

Wǒ bùhěn máng.

Wǒmen bùhěn máng.

Lǎushǐ.

Lǐ Lǎushǐ.

Shǐ Lǐ Lǎushǐ.

Tā shǐ Lǐ Lǎushǐ.

Sywésheng.

Shǐ sywésheng.

Búshǐ sywésheng.

Tā búshǐ sywésheng.

REPETITION DRILL

Lǎushr

Sywésheng

Adjectives

Nín dzāu.

(Student repeats after the model.)

Lǎushr dzāu.

Nín hāu a!

Lǎushr, nín hāu a!

Wōmen hēn máng.

Tāmen bùhēn máng.

Shr

Wǒ shr sywésheng.

Nǐ shr sywésheng.

Tā shr lǎushr.

Tā shr Wáng Lǎushr.

Nín shr Jūngwen laushr.

Lǐ Lǎushr shr Yīngwen laushr.

Búshr

Wǒ búshr lǎushr.

Nǐ búshr lǎushr.

Tā búshr sywésheng.

Nín búshr sywésheng.

Wáng Lǎushr búshr Yīngwen laushr.

Lǐ Lǎushr búshr Jūngwen laushr.

Question Form - Ma

Tā máng ma?

Nǐ hěn máng ma?

Tā shì sywésheng ma?

Nín shì lǎushī ma?

Lǐ Lǎushī shì Jūngwen laushī ma?

Question Form - Negative

Tā bù máng ma?

Tāmen bù máng ma?

Nǐmen bú shì sywésheng ma?

Nín bú shì Wáng Lǎushī ma?

Tā bú shì Jūngwen laushī ma?

Lǐ Lǎushī bú shì Yǐngwen laushī ma?

Question Form - Choice-Type

Nín máng bumáng?

Nǐ shì bú shì sywésheng?

Lǐ Lǎushī máng bumáng?

Nǐmen shì bú shì sywésheng?

Tāmen shì bú shì lǎushī?

Lǐ syānsheng shì bú shì lǎushī?

Question Form - Question Word

Tā shì shéi a?

Nín shì shéi a?

Lǐ Lǎoshī shì shéi a?

Wáng Lǎoshī shì shéi a?

Lǐ Syānsheng shì shéi a?

Wáng Syānsheng shì shéi a?

SUBSTITUTION DRILLLaushrSywesheng

Nǐ máng ma?

Nǐ máng ma?

Tā

Tā máng ma?

Nǐmen

Nǐmen máng ma?

Tāmen

Tāmen máng ma?

Wáng Lǎushī

Wáng Lǎushī máng ma?

Lǐ Syānsheng

Lǐ Syānsheng máng ma?

Wó hěn máng.

Wó hěn máng.

Wǒmen

Wǒmen hěn máng.

Lǎushī

Lǎushī hěn máng.

Sywésheng

Sywésheng hěn máng.

Lǐ Lǎushī

Lǐ Lǎushī hěn máng.

Wáng Syānsheng

Wáng Syānsheng hěn máng.

Tā bù máng ma?

Tā bù máng ma?

Nín

Nín bù máng ma?

Nǐmen

Nǐmen bù máng ma?

Tāmen

Tāmen bù máng ma?

Wáng Lǎushī

Wáng Lǎushī bù máng ma?

Lǐ Syānsheng

Lǐ Syānsheng bù máng ma?

Wǒ bùmáng.

Wǒmen

Lǎushīr

Syǔwèsheng

Lǐ Lǎushīr

Wáng Syǎnsheng

Wǒ bùhén máng.

Nǐ

Tā

Wǒmen

Nǐmen

Tāmen

Nǐ máng bumáng?

Tā

Nǐmen

Tāmen

Wáng Lǎushīr

Lǐ Syǎnsheng.

Wǒ bùmáng.

Wǒmen bùmáng.

Lǎushīr bùmáng.

Syǔwèsheng bùmáng.

Lǐ Lǎushīr bùmáng.

Wáng Lǎushīr bùmáng.

Wǒ bùhén máng.

Nǐ bùhén máng.

Tā bùhén máng.

Wǒmen bùhén máng.

Nǐmen bùhén máng.

Tāmen bùhén máng.

Nǐ máng bumáng?

Tā máng bumáng?

Nǐmen máng bumáng?

Tāmen máng bumáng?

Wáng Lǎushīr máng bumáng?

Lǐ Syǎnsheng máng bumáng?

Tā shǐ shéi a?

Nín

Tāmen

Nǐmen

Lǐ Lǎushǐ

Wáng Syānsheng

Wǒ shǐ sywésheng.

Nǐ

Tā

Nǐmen

Wǒmen

Tāmen

Tā shǐ Jūngwen laushǐ.

Wǒ

Tāmen

Wǒmen

Wáng Lǎushǐ

Lǐ Syānsheng

Tā shǐ shéi a?

Nín shǐ shéi a?

Tāmen shǐ shéi a?

Nǐmen shǐ shéi a?

Lǐ Lǎushǐ shǐ shéi a?

Wáng Syānsheng shǐ shéi a?

Wǒ shǐ sywésheng.

Nǐ shǐ sywésheng.

Tā shǐ sywésheng.

Nǐmen shǐ sywésheng.

Wǒmen shǐ sywésheng.

Tāmen shǐ sywésheng.

Tā shǐ Jūngwen laushǐ.

Wǒ shǐ Jūngwen laushǐ.

Tāmen shǐ Jūngwen laushǐ.

Wǒmen shǐ Jūngwen laushǐ.

Wáng Lǎushǐ shǐ Jūngwen laushǐ.

Lǐ Syānsheng shǐ Jūngwen laushǐ.

Wǒ búshì Yīngwén laushī.

Tā

Wǒmen

Tāmen

Lǐ Lǎushī

Wáng Syānsheng

Wǒ búshì Yīn wén laushī.

Tā búshì Yīngwén laushī.

Wǒmen búshì Yīngwén laushī.

Tāmen búshì Yīngwén laushī.

Lǐ Lǎushī búshì Yīngwén laushī.

Wáng Syānsheng búshì Yīngwén laushī.

REPLACEMENT DRILLLǎushr

Nǐ hǎu a!

máng

Nǐmen

hǎu

Tā shr Jūngwen laushr.

Yīngwen laushr

Wǒ

sywésheng

Tā búshr Wáng Lǎushr.

Lǐ Syānsheng

Nǐ

Wáng Syānsheng

Sywésheng

Nǐ hǎu a!

Nǐ máng a!

Nǐmen máng a!

Nǐmen hǎu a!

Tā shr Jūngwen laushr.

Tā shr Yīngwen laushr.

Wǒ shr Yīngwen laushr.

Wǒ shr sywésheng.

Tā búshr Wáng Lǎushr.

Tā búshr Lǐ Syānsheng.

Nǐ búshr Lǐ Syānsheng.

Nǐ búshr Wáng syānsheng.

RESPONSE DRILLLǎushǐrSyŵesheng

Nǐ máng ma?

(hěnn)

(bù)

(bùhěnn)

Wó hěnn máng.

Wǒ bùmáng.

Wǒ bùhěnn máng.

Nǐ bùmáng ma?

(hěnn)

(bù)

(bùhěnn)

Wó hěnn máng.

Wǒ bùmáng.

Wǒ bùhěnn máng.

Nǐmen máng bumáng?

(hěnn)

(bù)

(bùhěnn)

Wǒmen hěnn máng.

Wǒmen bùmáng.

Wǒmen bùhěnn máng.

Tā shì shéi?

(Wáng Lǎushǐr)

(Lǐ Syānsheng)

(Yǐngwen laushǐr)

(Jūngwen laushǐr)

Tā shì Wáng Lǎushǐr.

Tā shì Lǐ Syānsheng.

Tā shì Yǐngwen laushǐr.

Tā shì Jūngwen laushǐr.

Tā shì Wáng Lǎushǐr ma?

(shì)

(bùshì)

Tā shì Wáng Lǎushǐr.

Tā bùshì Wáng Lǎushǐr.

Tā búshrè Lǐ Syānsheng ma?

(shr)

(búshr)

Tā shr bushr Jūngwen laushr?

(shr)

(búshr)

Tā shr Lǐ Syānsheng.

Tā búshr Lǐ Syānsheng.

Tā shr Jūngwen laushr.

Tā búshr Jūngwen laushr.

DIRECTED CONVERSATION

Lǎushǐr

Nǐ wèn tā, tā shì shéi.

Nǐ wèn tā, tā máng bumáng.

Nǐ wèn tā, tā shì sywésheng ma?

Nǐ wèn tā, tā shì lǎushǐr ma?

Sywésheng

Nǐ shì shéi?

Wǒ shì (student's name)

Nǐ máng bumáng?

Wǒ hěn máng.

Wǒ bumáng.

Wǒ bùhěn máng.

Nǐ shì sywésheng ma?

Wǒ shì sywésheng.

Nǐ shì lǎushǐr ma?

Wǒ búshì lǎushǐr.

Wǒ búshì lǎushǐr, wǒ shì sywésheng.

DIALOGUE EXPANSION

Wáng Lǎushī, nín hau a?

Nǚ hén hǎu.

Nín máng bumáng.

Nǚ bùhěn máng.

Lǐ Syānsheng shì shéi a?

Tā shì Jūngwen laushī.

Nín shì bushì Yīngwen laushī?

Wǒ bushì Yīngwen laushī. Wǒ shì sywésheng.

Tā shì Wáng Syānsheng ma?

Tā bushì Wáng Syānsheng. Tā shì Lǐ Syānsheng.

RHYMES

Wó dzău, nín dzău,

Lăushř dzău.

Wǒ mǎng, nǐ mǎng,

Tā bùmǎng.

Wó hǎu, nín hǎu,

Lăushř hǎu.

Dzàijyàn, dzàijyàn,

Lăushř dzàijyàn.

PROGRESS EVALUATION

1. Pronunciation (On tape - utterances are spaced to permit the student to imitate.)

Lāushr̄ dzāu.

Nǐ hāu a.

Nín mǎng bumǎng.

Wǒ shr̄ sywésheng.

Wōmen bùhēn mǎng.

Tā shr̄ shéi a?

Tā shr̄ Wáng Lāushr̄ ma?

Wǒ búshr̄ Jūngwen laushr̄.

Lǐ Syānsheng shr̄ Yǐngwen laushr̄.

Dzàijyàn.

2. Listening and Speaking (Student listens to the tape and responds according to the proper sentence he has learned. Several correct responses to each utterance may be possible, but the most direct one taught and practiced in this unit is suggested in parentheses.)

Dzāu.

(Nín dzāu.)

Nǐ hāu a.

(Hāu.)

Nǐ mǎng bumǎng?

(Wǒ bùhēn mǎng.)

Nǐ shr̄ sywésheng ma?

(Wǒ shr̄ sywésheng.)

Wáng Lǎushǐ shì Jūngwén laushǐ ma?

(Wáng Lǎushǐ shì Jūngwén laushǐ.)

Nǐ shì shéi a?

(Wǒ shì)

Dzàijyàn.

(Dzàijyàn.)

3. Reading (To be used after Romanization has been learned by the students)

Nín dzāu.

Nǐmen máng ma?

Wó hēn máng.

Nǐ hǎu a.

Tā shì Jūngwén laushǐ.

Lǐ Syānsheng shì Yīngwén laushǐ.

Tā shì shéi a?

Wǒ shì sywēsheng.

Lǎushǐ dzàijyàn.

UNIT II

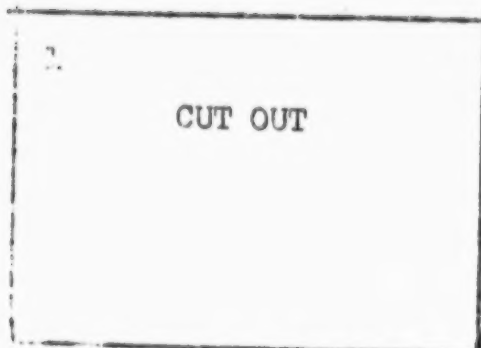
FOR TEACHER

Chinese-Mandarin Teaching
Material Development Project
San Francisco State College

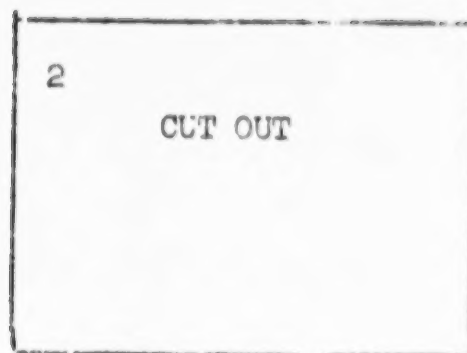
UNIT II

CONVERSATION DURING CLASS BREAK

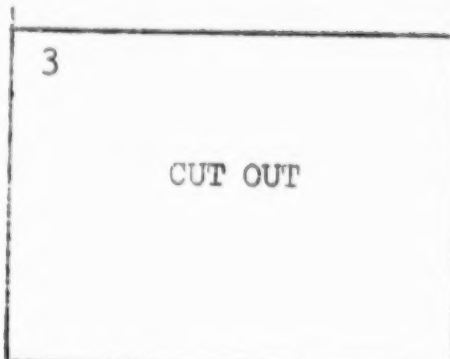
Two students (the first one preferably a girl)
talk about their clothing, school work, and after
school life at home, during a class break.



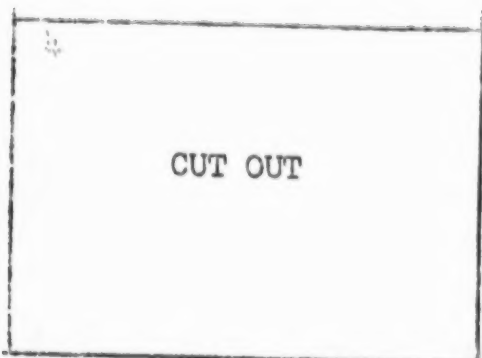
Jāng Měi-fāngde yīshang
hén hāukān.
Nide yīshang yé hāukān.
Narde hwà!



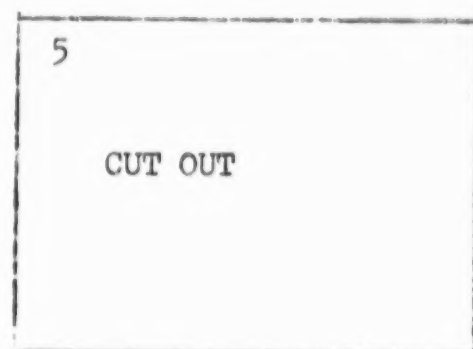
Jintyan ní yǒu méiyǒu
Yīngwén?
Wǒ méiyǒu Yīngwén, wǒ
yǒu Jūngwén.



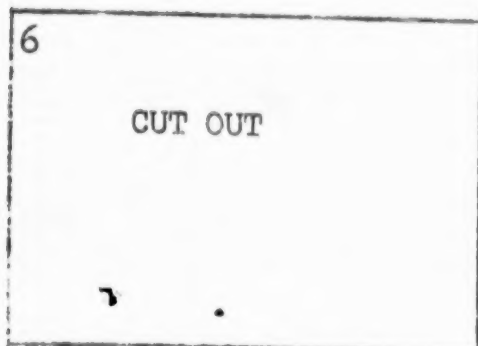
Nide Jūngwén lǎushī shì
bushī Jūnggwo rén?
Tā bushī Jūnggwo rén,
tā shī Mǎgwo rén.



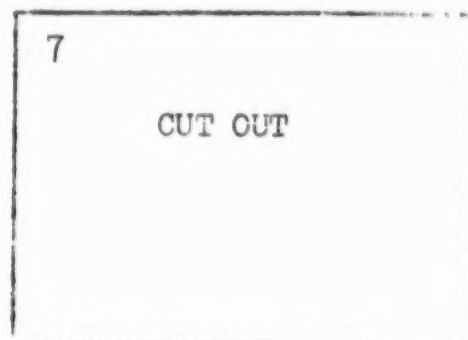
Jūngwén nán, Yīngwén nán?
Jūngwén Yīngwén dōu bù nán.



Ní syihwan dǎrán,
syihwan shèhwéi?
Dǎrán shèhwéi, wǒ bǐ
syihwan.



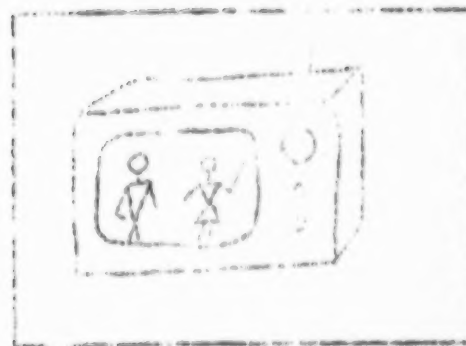
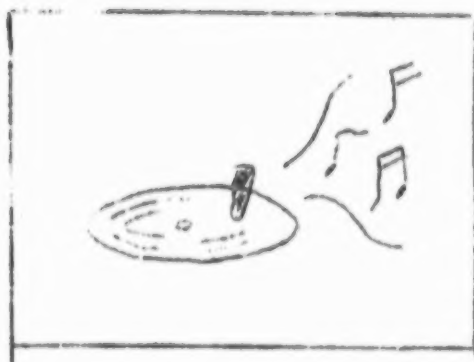
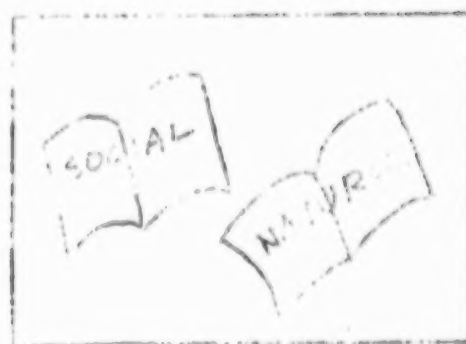
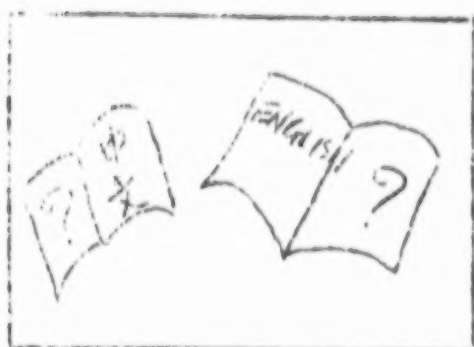
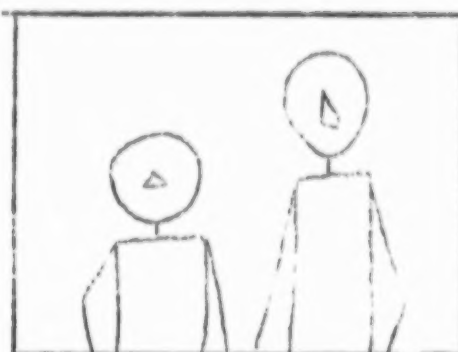
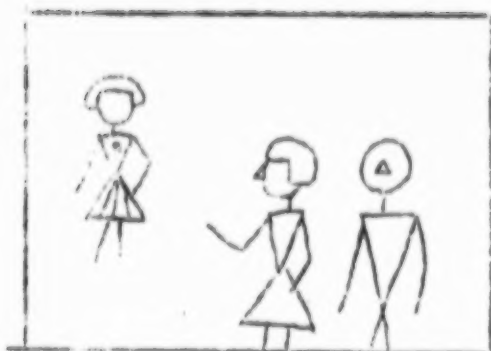
Nǐ jintyan wǎnshang dzwò
shérma?
Wǒ jintyan wǎnshang tīng
chāngpyār.



Nǐ bān dyānshī búkàn?
Wǒ chāngchāng kàn
dyānshī.

CUE SHEET

UNIT II



End of story

DIALOGUE

Sywésheng Yī: Jāng Měi-fāngde yīshang hén hǎukàn.

Sywésheng Èr: Nǐde yīshang yé hǎukàn.

Sywésheng Yī: Nārde hwà!

Sywésheng Èr: Jīntyan ní yǒu méiyǒu Yīngwén?

Sywésheng Yī: Wǒ méiyǒu Yīngwén, wǒ yǒu Jūngwén.

Sywésheng Èr: Nǐde Jūngwén lauchī shì bushì Jūnggwo rén?

Sywésheng Yī: Tā búshì Jūnggwo rén, tā shì Měigwo rén.

Sywésheng Èr: Jūngwén nán, Yīngwén nán?

Sywésheng Yī: Jūngwén Yīngwén dōu hùnnán.

Sywésheng Èr: Nǐ syīhwan dèrán, syīhwan shèhwèi?

Sywésheng Yī: Dèrán shèhwèi, wǒ dōu syīhwan.

Sywésheng Èr: Nǐ jīntyan wǎnshang dzwò shémma?

Sywésheng Yī: Wǒ jīntyan wǎnshang tīng chànghpyār.

Sywésheng Èr: Nǐ kàn dyànshì búkàn?

Sywésheng Yī: Wǒ chāngchāng kàn dyànshì.

- Student A: Jāng Měi-fāng's clothes are pretty.
- Student B: So are yours.
- Student A: Thank you! (No, that's not true!)
- Student B: Do you have English today?
- Student A: I don't have English, I have Chinese.
- Student B: Is your Chinese teacher a Chinese?
- Student A: He is not Chinese, he is American.
- Student B: Is Chinese difficult, or is English difficult?
(Which is more difficult, Chinese or English?)
- Student A: Both Chinese and English are not difficult.
- Student B: Do you like natural science or social science?
- Student A: I like both natural and social science.
- Student B: What are you doing this evening?
- Student A: I'll play some records this evening.
- Student B: Do you ever watch television?
- Student A: I watch television quite often.

SUMMARY

1. The Sounds

a. Initials

f	Měi-fāng	r	rén
k	kàn	ch (retroflex)	chàngpyār
d	dōu	ch (y, i)	chyántyan
g	Měigwo	p	chàngpyār

b. Finals

e	shemma	ar	chàngpyār
ou	dōu	an	džrán

c. Tones

Tones on you

2. Vocabulary

a. Nouns

Jāng Měi-fāngde yīshang hén hāukàn.Tā shr Měigwo rén.Džrán shèhwèi, wǒ dōu syīhwan.Wǒ jīntyan wānshang tīng chàngpyār.Nǐ kàn dyànshr búkàn?Nǐ méiyōu Fàwén, nǐ yǒu Déwén.Tā syīhwan Syībānyáwén.Jāng Měi-fāngde dàyī hén hāukàn.Wāng Lāushrde máuyī hén hāukàn.

b. Place Words

Tā búshì Jūngwo rén, tā shì Měigwo rén.

Wōmen búshì Dégwo rén, wōmen shì Syībānyá rén.

Jāng Syānsheng búshì Fàgwo rén.

c. Pronoun

Nǐ jīntiān wǎnshang dzwò shémma?

d. Adjectives

Jāng Měi-fāngde yīshang hén hǎukàn.

Jūngwén nán, Yīngwén nán?

Dàrán shèhwèi dōu rúngyi.

e. Verbs

Wó yǒu Jūngwén.

Nǐ syīhwan dàrán, syīhwan shèhwèi?

Nǐ jīntiān wǎnshang dzwò shémma?

Wó jīntiān wǎnshang tīng chāngpyār.

Wó chāngchāng kàn dyànshì.

f. Adverbs

Míde yīshang yé hǎukàn.

Jūngwén Yīngwén dōu bùrán.

Wó chāngchāng kàn dyànshì.

Tā méiyóu Yīngwén.

g. Time Words

Nǐ jǐntyan wǎnshang dzwò shémma?

Wǒ míngtyan dzāushang kàn dyànshǐ.

Dzwótyan ní yǒu méiyǒu Syībānyáwén?

Nín chyántyan wǎnshang dzwò shémma?

Wǒ hòutyan wǎnshang tǐng chángpyār.

h. Particle

Nǐde yīshang yé hǎukàn.

i. Idiomatic Expression

Nārde hwà.

3. Structural Patterns

a. S V O

Wó yǒu Jūngwén.

b. O S V

Dzrán shèhwèi, wǒ dōu syǐhwan.

c. Nde N

Jāng Měi-fānpde yīshang

d. Negative Form with Měi

Wǒ méiyǒu Yīngwén.

e. Different Senses with Dōu

Jūngwén Yīngwén: dōu rúngyi.

Jūngwén Yīngwén bùdōu rúngyi.

Jūngwén Yīngwén dōu bùrúngyi.

f. Question Forms

(1) Choice-Type Question with Object

Nǐ kàn diànshì bùkàn?

(2) Choice between Two Subjects

Jūngwén nán, Yīngwén nán?

(3) Choice between Two Predicates

Nǐ syīhwan dǎrán, syīhwan shèhwèi?

THE SOUNDS

1. Initials

The following are the new initials found in Unit II:

f	Měi-fāng
k	hǎukàn, kàn
d	nǐde, dōu, dyànshì
g	Jūnggwo, Měigwo
r	rén, rúngyi, Dìrán
ch (retroflex)	chàngpyār, chángchāng
ch(y,i)	chyántyan
p	chàngpyār

2. Finals

The following are the new finals found in Unit II:

e	-de, shèhwèi, shénma
ou	yǒu, dōu, hòutyan
ar	chàngpyār
an	dìrán

3. Tones

As has been explained in "Basic Facts about Mandarin," Handbook (see p.), the Chinese syllable transcribed as yǒu sounds like the English word "you" when pronounced with the first or second tone. With a third or fourth tone, however, it sounds rather like the "yeo" in "yeoman."

VOCABULARY

1. Nouns

Jāng	one of the most common Chinese surnames.
	Surnames precede given names in Chinese.
Měi-fāng	a Chinese girl's name
yīshang	clothes
rén	man, person
dàrán	natural science, nature
shènwèi	social science, society
chàngpyār	record
dyànshì	television

2. Place words

Jūnggwo	China
Měigwo	America (U.S.A)

Names of non-Chinese countries are mostly transliterations, i.e., approximations of the sounds of their native names. Thus, America becomes Měi-lí-jyān, or in abbreviation, Měi plus the ending -gwo (nation, country). Many Asian countries are known to the Chinese by their ancient names mentioned in Chinese history:

UNIT II - T 3

England	Yinggwō
Russia	Ēgwo
France	Fāgwō
Germany	Dégwo
Italy	Yígwō
Spain	Syībānyá
Japan	Rbēn (Mandarin pronunciation of native name)

3. Pronoun

shénme	what?
--------	-------

4. Adjectives

hǎukān	good-looking
nán	difficult

5. Verbs

yǒu	have
syīhwan	like (be fond of)
dzwò	do
tīng	listen to
kān	watch, look

6. Adverbs

yě	also, too; either (with negative statements)
dōu	all, both; in all cases
chángcháng	often; usually (frequently abbreviated into a monosyllabic <u>cháng</u> , when the negative, it is always <u>bùcháng</u>).
méi	no, not, have not, did not. <u>Méi</u> is the only adverb used for the verb <u>yǒu</u> to make a negative statement. You can not apply the negative adverb <u>bù</u> to <u>yǒu</u> . Hence, you can not say <u>Wǒ bù yǒu Yīngwén</u> , but <u>Wǒ méi yǒu Yīngwén</u> . <u>Méi</u> is often used instead of the full form <u>méiyou</u> : Wǒ méiyou Yīngwén. Wǒ méi Yīngwén.

Note: Same as the negative adverb bù, méi in transcription will be attached to the word it qualifies. (cf. Unit I)

7. Time Words

jīntiān	today
wǎnshàng	evening, night

In indicating time when, a time word, such as jīntiān, is made the subject (or one of the subjects) of the sentence. (cf. Teacher's Handbook, p.) If the time word is considered to be the most important element under

discussion, it comes first; otherwise, it will be the second subject within the predicate.

Jīntyan nǐ méiyǒu Yīngwén ma?

Wǒ jīntyan wǎnshang tīng chāngpyār.

In the first example, jīntyan is the main topic under discussion. The whole point of the sentence is to say something about today; hence, jīntyan is in the first position, and, hence, the principle subject. In the second example, wǒ is the main topic, not jīntyan wǎnshang. Of course, if the speaker stresses with his voice one instead of the other subject as the focus of attention, then the above distinction between the main and the secondary subject according to their positions in the sentence may not hold.

8. Particle

-de

Noun suffix making the word a modifier:

Jāng Měi-fāngde yīshang hén hǎukàn.

Nǐde yīshang yé hǎukàn.

9. Idiomatic Expression

Nārde hwà'.

not all

Polite expression (always accompanied by a smile) used to decline a compliment.

SUPPLEMENTARY VOCABULARY

1. Nouns

Fàwén	French
Déwén	German
Syībānyáwén	Spanish
máuyī	sweater
dāyī	overcoat

2. Place words

Fàgwo	France (cf. Unit I)
Dégwo	Germany (cf. Unit I)
Syībānyá	Spain (cf. Unit I)

3. Adjectives

rúngyī	easy
--------	------

4. Time words

míngtyan	tomorrow
	yesterday
hòutyan	the day after tomorrow
chyántyan	the day before yesterday
dzāushang	morning

STRUCTURAL PATTERNS

1. Subject-Verb-Object sentences S V O

Wó yǒu Jīngwén.

Wǒ chángcháng kàn diànshì.

3. Inverted SVO sentences O S V

Dìrán shèhuì, wǒ dōu sīhuan

So called inverted objects are from the Chinese point of view subjects. In the example, dìrán shèhuì, these are the topics under discussion and so may be considered as subjects. A plural subject is usually summarized by the adverb dōu just before the verb.

4. Negative sentence with negative adverb méi S méiV

attached to verb yǒu.

Wǒ méiyǒu Yīngwén.

5. Different positions of adverb dōu make different senses:

Jīngwén Yīngwén dōu róngyì. Both Chinese and English are easy.

Jīngwén Yīngwén bùdōu.
róngyì. Not both Chinese and English are
easy.

Jīngwén Yīngwén dōu
bùróngyì Neither Chinese nor English is
easy.

6. Question forms

- a. Choice-type question with object

It may be expressed in two ways:

- (1) The object may stand between the positive and negative forms of the verb: S V O negV?

Nǐ kàn dyànshì bukàn?

- (2) The object may follow both verb forms: S V negV O?

Nǐ yǒu méiyǒu Yīngwén?

Nǐde lǎushī shì bushì Jūngguó rén?

- b. Choice between two subjects S Adj (V); S Adj (V)?

Alternative subjects may be used with both adjective and verbs:

Jūngwén nán, Yīngwén nán?

- c. Choice between two predicates S V O, V O?

The choice may occur between two predicates, either differing in the verb, or the object, or both. Usually, however, this kind of choice-type question requires one or two more functional words to accentuate the element of choice.. This will be discussed in Unit VIII. Meanwhile we have in this unit the choice between two objects:

Nǐ syǐhwan dārán, syǐhwan shèhwèi?

7. Noun with suffix -de to modify another noun N-de N

In Unit I we have studied the function of a noun modifying another noun, e.g., Jūngguó shū. As a general rule, the appearance of the suffix -de makes the word or phrase preceding it a modifying unit. Thus, in Jāng Měi-fāngde yīshang, the de makes Jāng Měi-fāng a modifier qualifying yīshang. By the same token Nǐde lǎushī means "your teacher,"

and Jūnggwode shū becomes "the books of China," or "China's books," but Jūnggwo shū ordinarily suggests "Chinese books," (books in Chinese). Where a suffix -de can or cannot be omitted and if omitted what difference it makes in meaning is a rather complex question. Without going into details we may use as a rule of thumb that the -de is omitted when the modifier and the modified words are too commonly associated together.

NOTES

I. Cultural Notes

a. The Chinese names of many Asian countries are inherited from the references to these lands in ancient Chinese historical records, such as Cháusyān or Gāulí for Korea. Japan's name is her own, pronounced "ihon" in Japanese but Rbĕn in Mandarin. Some of these names have clearly identifiable meanings, e. g., Rĕbĕn in Chinese means, as well as in Japanese, "the place where the sun rises." Other names have had archaic senses but are no longer commonly remembered. Jūnggwo for China means, "the central nation, or the central kingdom," as the Chinese used to think that their country was at the center of the universe. The English name "China" comes from an ancient Chinese dynasty, the Chin Dynasty of the Third Century, B.C. The Chinese words used in transliterating foreign nations' names may have certain meanings, but these meanings are to be ignored because the words are used to represent sounds only.

b. The life of Chinese high school students dealt with in this unit clearly does not coincide completely with the way of life of American high school students. The common ground, however, appears to be steadily expanding, so that it has become quite universal among Chinese students to talk about listening to phonograph records at home after school. Television, wherever it is available, also draws a great deal of attention among the high school students. Other than these recreational activities, the Chinese high school student may quite often have parties, go to visit his schoolmates

at their houses, or enjoy a variety of sports, but more often he has to stay home to help his parents a bit and apply himself to homework.

c. The regular secondary curriculum in China is parallel to its American counterpart. The Chinese high school students are given the same range of subjects as the American students. The only significant difference seems to be that such subjects as history and geography are separate courses in the Chinese curriculum. They are not combined in social studies as in most American high schools. The hours of study per week are also about the same.

2. Pedagogical Notes

a. Beginning in this unit, certain sentence patterns already introduced and learned in Unit I are repeated. The teacher is to pay special attention to the repetitive appearance of these familiar patterns, just as with the already familiar vocabulary items, and drill the students with them in order to reinforce their command of the material.

b. Use chalk board or a felt board to illustrate the situation and the characters involved.

c. If props are conveniently available, arrange to have in the classroom two new garments; a set of textbooks of Chinese, English, social science, and natural sciences; a phonograph and a television. Label these articles in Chinese (Romanization). Using large posters showing these articles if props are not available. While the phonograph is in the classroom, use a few minutes during the hour when phonograph records are mentioned to listen to some Chinese music.

- d. When drilling with such expressions as "watch," "listen," "Chinese," and "American," use enough illustrations to make the meanings of these words as concrete as possible. The students will then be able to retain the words more readily.
- e. Toward the end of the unit, after the students have mastered all the drills and the dialogue, assign the students to do individual role-playing for a few minutes every hour to ascertain that they can use the dialogue naturally and that they are not merely producing a mechanical recitation.

FLUENCY DRILL

Hǎukàn.

Yīshang hǎukàn.

Yīshang hén hǎukàn.

Wǒde yīshang hén hǎukàn.

Nǐde yīshang yě hén hǎukàn.

Wǒmende yīshang dōu hén hǎukàn.

Yǒu.

Yǒu Yīngwén.

Méiyǒu Yīngwén.

Wǒ méiyǒu Yīngwén.

Tā yě méiyǒu Yīngwén.

Wǒmen dōu méiyǒu Yīngwén.

Rén.

Jūnggwo rén.

Shì Jūnggwo rén.

Tā shì Jūnggwo rén.

Nǐ yě shì Jūnggwo rén.

Tāmen dōu shì Jūnggwo rén.

Syǐhwan.

Wó syǐhwan.

Nǐ bùsyǐhwan.

Tā yě bùsyǐhwan.

Lǐ Syǎnsheng yě bùsyǐhwan.

Nǐmen dōu bùsyǐhwan.

Kàn.

Kàn dyànshì.

Wǒ kàn dyànshì.

Nǐ búkàn dyànshì.

Tā yě búkàn dyànshì.

Tāmen dōu búkàn dyànshì.

Tīng.

Chángchāng tīng.

Chángchāng tīng chángpyār.

Tā chángchāng tīng chángpyār.

Nǐmen bùcháng tīng chángpyār.

Tāmen yě bùcháng tīng chángpyār.

Wǒmen dōu bùcháng tīng chángpyār.

REPETITION DRILL

Laushr

Sywesheng

-De

Wǒde yīshang hén hǎukàn.

(Student repeats after the model.)

Nǐde yīshang hén hǎukàn.

Tāmende yīshang hén hǎukàn.

Wáng Lǎushrde yīshang hén hǎukàn.

Lǐ Syānshengde yīshang hén hǎukàn.

Jān Měi-fāngde yīshang hén hǎukàn.

Yě

Tāde yīshang yé hǎukàn.

Nǐde yīshang yé hǎukàn.

Nīmende yīshang yé hǎukàn.

Lǐ Lǎushrde yīshang yé hǎukàn.

Jāng Měi-fāngde yīshang yé hǎukàn.

Wáng Syānshengde yīshang yé hǎukàn.

You meiyou

Jīntiān nǐ yǒu méiyǒu Jūngwén?

Míngtiān tā yǒu méiyǒu Yīngwén?

Hòutiān nǐmen yǒu méiyǒu dǎrǎn?

Dzǒutiān nǐn yǒu méiyǒu shèhwèi?

Chyántiān tā yǒu méiyǒu Syībānyáwén?

Meiyou ..., ... you ...

Wǒ méiyou Jūngwén, wǒ yǒu Yīngwén.

Nǐ méiyou Fàwén, nǐ yǒu Déwén.

Tāmen méiyou dǎrǎn, tāmen yǒu shèhwèi.

Wǒmen méiyou Yīngwén, wǒmen yǒu Fàwén.

Nǐmen méiyou Déwén, nǐmen yǒu Syībānyáwén.

Jāng Měi-fāng méiyou shèhwèi, tā yǒu Jūngwén.

Shr bushr?

Nín shr bushr Jūngwo rén?

Tā shr bushr Měigwo rén?

Nǐmen shr bushr Dégwo rén?

Tāmen shr bushr Fàgwo rén?

Lǐ Lāushr shr bushr Syībānyá rén?

Wáng Syānsheng shr bushr Jūngwo rén?

Bushr ..., ... shr ...

Wǒ búshr lāushr, wǒ shr sywésheng.

Tā búshr Měigwo rén, tā shr Fàgwo rén.

Wǒmen búshr Dégwo rén, wǒmen shr Syībānyá rén.

Tā búshr Wáng Syānsheng, tā shr Lǐ Syānsheng.

Tāmen búshr Yīngwen laushr, tāmen shr Jūngwen laushr.

Jāng Syānsheng búshr Fàgwo rén, tā shr Jūngwo rén.

Dōu

Jūngwén Yīngwén dōu bùnnán.

Dzrán shèhwèi dōu rúngyi.

Wōmen dōu shè Měigwo rén.

Tāmen dōu búshè Jūnggwo rén.

Fàwén Déwén, wǒ dōu syīhwan.

Dzrán shèwèi, wǒ dōu bùsyīhwan.

Dzwò

Nǐ jīntyan wǎnshang dzwò shémma?

Tā míngtyan dzäushang dzwò shémma?

Nín hòutyan wǎnshang dzwò shémma?

Lǐ Lǎushǐ dzwótyan dzäushang dzwò shémma?

Wáng Syānsheng chyántyan wǎnshang dzwò shémma?

Jāng Měi-fāng jīntyan dzäushang dzwò shémma?

Tīng

Wǒ jīntyan wǎnshang tīng chāngpyār.

Tā míngtyan dzäushang tīng chāngpyār.

Wǒ hòutyan wǎnshang tīng chāngpyār.

Lǐ Lǎushǐ dzwótyan dzäushang tīng chāngpyār.

Wáng Syānsheng chyántyan wǎnshang tīng chāngpyār.

Jāng Měi-fāng jīntyan dzäushang tīng chāngpyār.

Kàn ... búkàn?

Nǐ kàn dyànshǐ búkàn?

Tā Kàn dyànshǐ búkàn?

Nǐmen kàn dyànshǐ búkàn?

Wáng Lǎushǐ kàn dyànshǐ búkàn?

Lǐ Syānsheng kàn dyànshǐ búkàn?

Jāng Měi-fāng kàn dyànshǐ búkàn?

Nán, ... nán?

Jūngwén nán, Yīngwén nán?

Fàwén nán, Déwén nán?

Dzrán nán, shèhwèi nán?

Déwén nán, Syībānyáwén nán?

Shèwèi nán, Yīngwén nán?

Syībānyáwén nán, Jūngwén nán?

Syīhwan ,... , syīhwan ...?

Mí syīhwan dzrán, syīhwan shèhwèi?

Tā syīhwan Fàwén, syīhwan Yīngwén?

Nǐmen syīhwan Déwén, syīhwan dzrán?

Tāmen syīhwan shèhwèi, syīhwan Jūngwén?

Lǐ Syānsheng syīhwan Yīngwén, syīhwan Déwén?

Jāng Měi-fāng syīhwan Fàwén, syīhwan Syībānyáwén?

Chángchāng

Wǒ chángchāng tīng chángpyār.

Nǐ chángchāng kàn dyànshè.

Nǐmen chángchāng tīng chángpyār.

Tāmen chángchāng kàn dyànshè.

Jāng Lǎushī chángchāng tīng chángpyār.

Wáng Syānsheng chángchāng kàn dyànshè.

Bùcháng

Tā bùcháng kàn dyànshè.

Wǒ bùcháng tīng chángpyār.

Wǒmen bùcháng kàn dyànshè.

Nǐn bùcháng tīng chángpyār.

Lǐ Lǎushī bùcháng kàn dyànshè.

Jāng Syānsheng bùcháng tīng chángpyār.

SUBSTITUTION DRILLLāushǐ

Jāng Měi-fāngde yīshang hén hǎukàn.

máuyī

dàiyī

Jīntyan ní yǒu méiyǒu Yīngwén?

Jūngwén

dàrán

shèhwei

Fàwén

Syībānyáwén

Nín shǐ bushǐ Jūngwo rén?

Dégwo

Fàgwo

Měigwo

Syībānyá

Dàrán shèhwei, wǒ dōu syīhwan.

Jūngwén Yīngwén

Fàwén Syībānyáwén

Yīngwén Déwén

Shèhwei Jūngwén

Déwén dàrán

Sywóshong

Jāng Měi-fāngde yīshang hén hǎukàn.

Jāng Měi-fāngde máuyī hén hǎukàn.

Jāng Měi-fāngde dàiyī hén hǎukàn.

Jīntyan ní yǒu méiyǒu Yīngwén?

Jīntyan ní yǒu méiyǒu Jūngwén?

Jīntyan ní yǒu méiyǒu dàrán?

Jīntyan ní yǒu méiyǒu shèhwei?

Jīntyan ní yǒu méiyǒu Fàwén?

Jīntyan ní yǒu méiyǒu Syībānyáwén?

Nín shǐ bushǐ Jūngwo rén?

Nín shǐ bushǐ Dégwo rén?

Nín shǐ bushǐ Fàgwo rén?

Nín shǐ bushǐ Měigwo rén?

Nín shǐ bushǐ Syībānyá rén?

Dàrán shèhwei, wǒ dōu syīhwan.

Jūngwén Yīngwén, wǒ dōu syīhwan.

Fàwén Syībānyáwén, wǒ dōu syīhwan.

Yīngwén Déwén, wǒ dōu syīhwan.

Shèhwei Jūngwén, wǒ dōu syīhwan.

Déwén dàrán, wǒ dōu syīhwan.

Jūngwén Yīngwén dōu bùrán.

Dèrán shèhwei

Fàwén Syībānyáwén

Déwén dèrán

Yīngwén Fàwén

Syībānyáwén Jūngwén

Jūngwén Yīngwén dōu bùrán.

Dèrán shèhwei dōu bùrán.

Fàwén Syībānyáwén dōu bùrán.

Déwén dèrán dōu bùrán.

Yīngwén Fàwén dōu bùrán.

Syībānyáwén Jūngwén dōu bùrán.

Tā jīntyan wǎnshang dzwò shénma?

míngtyan

chyántyan

hòutyan

dzwótyan

Tā jīntyan wǎnshang dzwò shénma?

Tā míngtyan wǎnshang dzwò shénma?

Tā chyántyan wǎnshang dzwò shénma?

Tā hòutyan wǎnshang dzwò shénma?

Tā dzwótyan wǎnshang dzwò shénma?

Wǒ méiyóu Yīngwén, wó yǒu Jūngwén.

Nín

Tāmen

Wǒmen

Wáng Lǎushí

Lǐ Syānsheng

Wǒ méiyóu Yīngwén, wó yǒu Jūngwén.

Nín méiyóu Yīngwén, nín yǒu
Jūngwén.

Tāmen méiyóu Yīngwén, tāmen yǒu
Jūngwén.

Wǒmen méiyóu Yīngwén, wǒmen yǒu
Jūngwén.

Wáng Lǎushí méiyóu Yīngwén, tā
yǒu Jūngwén.

Lǐ Syānsheng méiyóu Yīngwén, tā
yǒu Jūngwén.

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Tā búshì Jūnggwo rén, tā shì Měigwo rén.

Wǒ

Wǒmen

Lǐ Lǎushī

Wáng Syānsheng

Jāng Měi-fāng

Nǐ kàn diànshì búkàn?

Nǐmen

Tāmen

Jāng Měi-fāng

Lǐ Lǎushī

Jāng Syānsheng

Wǒ jīntiān wǎnshàng tīng chàngpyār.

Wǒmen

Tā

Wáng Lǎushī

Lǐ Syānsheng

Jāng Měi-fāng

Tā búshì Jūnggwo rén, tā shì Měigwo rén.

Wǒ búshì Jūnggwo rén, wǒ shì Měigwo rén.

Wǒmen búshì Jūnggwo rén, wǒmen shì Měigwo rén.

Lǐ Lǎushī búshì Jūnggwo rén, tā shì Měigwo rén.

Wáng Syānsheng búshì Jūnggwo rén, tā shì Měigwo rén.

Jāng Měi-fāng búshì Jūnggwo rén, tā shì Měigwo rén.

Nǐ kàn diànshì búkàn?

Nǐmen kàn diànshì búkàn?

Tāmen kàn diànshì búkàn?

Jāng Měi-fāng kàn diànshì búkàn?

Lǐ Lǎushī kàn diànshì búkàn?

Jāng Syānsheng kàn diànshì búkàn?

Wǒ jīntiān wǎnshàng tīng chàngpyār.

Wǒmen jīntiān wǎnshàng tīng chàngpyār.

Tā jīntiān wǎnshàng tīng chàngpyār.

Wáng Lǎushī jīntiān wǎnshàng tīng chàngpyār.

Lǐ Syānsheng jīntiān wǎnshàng tīng chàngpyār.

Jāng Měi-fāng jīntiān wǎnshàng tīng chàngpyār.

Wǒ chángchāng kàn dyànshǐ.

Nín

Nǐmen

Tāmen

Tā

Jāng Syānsheng

Nǐde yīshang yé hǎukàn.

Tā

Nǐmen

Wǒ

Wáng Lǎushǐ

Lǐ Syānsheng

Wǒ chángchāng kàn dyànshǐ.

Nín chángchāng kàn dyànshǐ.

Nǐmen chángchāng kàn dyànshǐ.

Tāmen chángchāng kàn dyànshǐ.

Tā chángchāng kàn dyànshǐ.

Jāng Syānsheng chángchāng kàn
dyànshǐ.

Nǐde yīshang yé hǎukàn.

Tāde yīshang yé hǎukàn.

Nǐmende yīshang yé hǎukàn.

Wǒde yīshang yé hǎukàn.

Wáng Lǎushǐde yīshang yé hǎukàn.

Lǐ Syānshengde yīshang yé hǎukàn.

REPLACEMENT DRILLLǎushr

Jāng Měi-fāngde yīshang hén hǎukàn.

máuyī

Wáng Lǎushrde

dàiyī

Lǐ Syānshengde

Jīntyan ní yǒu méiyǒu Yīngwén?

Jūngwén

Míngtyan

Syībānyáwén

Dzwótyan

Nǐde lǎushr shr bushr Jūnggwo rén?

Měigwo

Tāde

Fàgwo

Wómende

Nín jīntyan dzaushang dzwò shémma?

chyántyan wǎnshang

Tā

hòutyan dzaushang

Nǐmen

Sywésheng

Jāng Měi-fāngde yīshang hén hǎukàn.

Jāng Měi-fāngde máuyī hén hǎukàn.

Wáng Lǎushrde máuyī hén hǎukàn.

Wáng Lǎushrde dàiyī hén hǎukàn.

Lǐ Syānshengde dàiyī hén hǎukàn.

Jīntyan ní yǒu méiyǒu Yīngwén?

Jīntyan ní yǒu méiyǒu Jūngwén?

Míngtyan ní yǒu méiyǒu Jūngwén?

Míngtyan ní yǒu méiyǒu Syībānyáwén?

Dzwótyan ní yǒu méiyǒu Syībānyáwén?

Nǐde lǎushr shr bushr Jūnggwo rén?

Nǐde lǎushr shr bushr Měigwo rén?

Tāde lǎushr shr bushr Měigwo rén?

Tāde lǎushr shr bushr Fàgwo rén?

Wómende lǎushr shr bushr Fàgwo rén?

Nín jīntyan dzaushang dzwò shémma?

Nín chyántyan wǎnshang dzwò shémma?

Tā dzwótyan wǎnshang dzwò shémma?

Tā hòutyan dzaushang dzwò shémma?

Nǐmen hòutyan dzaushang dzwò
shémma?

UNIT II - T 24

Wǒ chángchāng kàn diànshì.
tīng chàngpyār.

Tā

yǒu Jūngwén

Jāng Měi-fāng

Wǒ chángchāng kàn diànshì.
Wǒ chángchāng tīng chàngpyār.
Tā chángchāng tīng chàngpyār.
Tā chángchāng yǒu Jūngwén.
Jāng Měi-fāng chángchāng yǒu
Jūngwén.

RESPONSE DRILLLǎushīr

Jāng Měi-fāngde yīshang hǎukàn ma?

(hén hǎukàn)

(bùhǎukàn)

Nǐde yīshang yé hǎukàn ma?

(hǎukàn)

(bùhǎukàn)

Jīntiān nǐ yǒu méiyǒu Fàwén?

(yǒu)

(méiyǒu)

Nǐde Jūngwén laushīr shì búshì
Jūnggwo rén?

(shì)

(búshì)

Jūngwén Yīngwén dōu bùrán ma?

(dōu bùrán)

(dōu rán)

Sywésheng

Jāng Měi-fāngde yīshang hén hǎukàn.

Jāng Měi-fāngde yīshang bùhǎukàn.

Wǒde yīshang yé hǎukàn.

Wǒde yīshang bùhǎukàn.

Jīntiān wǒ yǒu Fàwén.

Jīntiān wǒ méiyǒu Fàwén.

Wǒde Jūngwén laushīr shì Jūnggwo rén.

Wǒde Jūngwén laushīr búshì Jūnggwo
rén.

Jūngwén Yīngwén dōu bùrán.

Jūngwén Yīngwén dōu rán.

Džrán shèhwèi dōu rúngyi ma?

(dōu rúngyi)

(dōu bùrúngyi)

Džrán shèhwèi dōu rúngyi.

Džrán shèhwèi dōu bùrúngyi.

Déwén Syībānyáwén, nǐ dōu syīhwan ma?

(dōu syīhwan)

(dōu bùsyīhwan)

(búdóu syīhwan)

Déwén Syībānyáwén, wǒ dōu syīhwan.

Déwén Syībānyáwén, wǒ dōu bùsyīhwan.

Déwén Syībānyáwén, wǒ búdóu syīhwan.

Tā jīntyan wǎnshang dzwò shémma?

(tīng chāngpyār)

(kàn dyànshrè)

Tā jīntyan wǎnshang tīng chāngpyār.

Tā jīntyan wǎnshang kàn dyànshrè.

Nǐ kàn dyànshrè búkàn?

(chángchāng kàn)

(bùcháng kàn)

(búkàn)

Wǒ chángchāng kàn dyànshrè.

Wǒ bùcháng kàn dyànshrè.

Wǒ búkàn dyànshrè.

DIRECTED CONVERSATIONLǎushī

Nǐ wèn tā, Jāng Měi-fāngde
yīshang hǎukàn buhǎukàn.

Nǐ wèn tā, tāde yīshang yé
hǎukàn ma.

Nǐ wèn tā, tā jīntiān yǒu
méiyǒu Yīngwén.

Nǐ wèn tā, tāde Jūngwén laushī
shì bushì Jūnggwo rén.

Sywésheng

Jāng Měi-fāngde yīshang hǎukàn
buhǎukàn?

Jāng Měi-fāngde yīshang hén hǎukàn.

Jāng Měi-fāngde yīshang buhǎukàn.

Nǐde yīshang yé hǎukàn ma?

Wǒde yīshang yé hǎukàn.

Wǒde yīshang buhǎukàn.

Nǐ jīntiān yǒu méiyǒu Yīngwén?

Wǒ jīntiān yǒu Yīngwén.

Wǒ jīntiān méiyǒu Yīngwén.

Wǒ jīntiān méiyǒu Yīngwén, wó yǒu
Jūngwén.

Nǐde Jūngwén laushī shì bushì Jūnggwo
rén?

Wǒde Jūngwén laushī shì Jūnggwo rén.

Wǒde Jūngwén laushī búshì Jūnggwo rén.

Wǒde Jūngwén laushī búshì Jūnggwo rén,
tā shì Měigwo rén.

Nǐ wèn tā, Jūngwén nán, Yīngwén
nán.

Jūngwén nán, Yīngwén nán?

Jūngwén Yīngwén dōu bù nán.

Jūngwén Yīngwén dōu hěn nán.

Jūngwén bù nán, Yīngwén nán.

Jūngwén Yīngwén dōu rúngyi.

Nǐ wèn tā, tā syǐhwan dǎrǎn,
syǐhwan shèhwèi.

Nǐ syǐhwan dǎrǎn, syǐhwan shèhwèi?

Dǎrǎn shèhwèi, wǒ dōu syǐhwan.

Dǎrǎn shèhwèi, wǒ dōu bù syǐhwan.

Wǒ syǐhwan dǎrǎn, bù syǐhwan shèhwèi.

Nǐ wèn tā, tā jīntián wǎnshang
dzwò shémma.

Nǐ jīntián wǎnshang dzwò shémma?

Wǒ jīntián wǎnshang tīng chángpyār.

Wǒ jīntián wǎnshang kàn dyànshǐ.

Nǐ wèn tā, tā kàn dyànshǐ bú kàn.

Nǐ kàn dyànshǐ bú kàn?

Wǒ bú kàn dyànshǐ.

Wǒ chángchāng kàn dyànshǐ.

Wǒ bù cháng kàn dyànshǐ.

DIALOGUE EXPANSION

Míngtyan ní yǒu Syībānyáwén ma?

Míngtyan wǒ méiyǒu Syībānyáwén, wó yǒu Fàwén.

Fàwén nán bunán?

Fàwén bùhěn nán.

Ní syǐhwan busyǐhwan Déwén?

Déwén hěn nán, wǒ bùsyǐhwan.

Dǎrán shèhwèi dōu rúngyǐ ma?

Dǎrán shèhwèi dōu hěn rúngyǐ.

Nǐ dzwótyan wǎnshang dzwò shémma?

Wǒ dzwótyan wǎnshang tīng chàngpyār.

Nǐ chángchāng tīng chàngpyār ma?

Wǒ chángchāng tīng chàngpyār.

Ní yě chángchāng kàn dyànshǐ ma?

Wǒ bùcháng kàn dyànshǐ.

Tāde máuyī hén hǎukàn.

Nǐde dàyī yě hén hǎukàn.

Nārde hwà.

NARRATION

Wáng Lǎushī shì wǒmende Jūngwen laushī. Tā shì Měiguo rén. Tā hěn máng. Tā jīntiān yǒu Jūngwén. Wǒ jīntiān yě hěn máng. Wǒ yǒu Yīngwén.

Jiāng Měi-fāng shì Jūngguo rén, Tāde yīshang hěn hǎokàn. Wǒmen dōu sīhuan tā. Tā chángcháng tīng chàngpyār. Tā yě chángcháng kàn diànsī.

RHYMES

Dǎrán shèhwei dōu rúngyì

Jūngwén Yīngwén yě bunnán.

Dzwótyan kàn dyànshè,

Jīntyan tīng chàngpyār.

Měi-fāngde yīshang hén hǎukàn,

Ní syīhwan,

Wó syīhwan,

Tāmen wōmen dōu syīhwan.

PROGRESS EVALUATION

1. Pronunciation (On tape - utterances are spaced to permit the student to imitate.)

Jāng Měi-fāngde yīshang hén hǎukàn.

Dǎrán shèhwèi dōu rúngyì.

Tā shì Měigwó rén.

Nǐ chángcháng kàn diànshì ma?

Wǒ jīntiān wǎnshang tīng chàngpyār.

Wǒmen dōu sīhwan Jūngwén.

Chyántiān wó hén máng.

2. Listening and Speaking (Student listens to the tape and responds according to the proper sentence he has learned. Several correct responses to each utterance may be possible, but the most direct one taught and practiced in this unit is suggested in parentheses.)

Jāng Měi-fāngde yīshang hǎukàn ma?

(Jāng Měi-fāngde yīshang hén hǎukàn.)

Nǐde yīshang yé hǎukàn ma?

(Wǒde yīshang yé hǎukàn.)

Dǎrán nán, shèhwèi nán?

(Dǎrán shèhwèi dōu bù nán.)

Nǐmen chángcháng kàn diànshì ma?

(Wǒmen chángcháng kàn diànshì.)

Nǐ jīntiān yǒu Jūngwén ma?

(Wǒ jīntiān yǒu Jūngwén.)

Míngtyan ní yǒu Yīngwén ma?

(Míngtyan wǒ méiyǒu Yīngwén.)

Nǐ shì búshì Sībānyá rén?

(Wǒ búshì Sībānyá rén.)

Nǐ jīntiān wǎnshàng dǎwò shémma?

(Wǒ jīntiān wǎnshàng tīng chàngpyār.)

3. Auditory Comprehension (Retell the following passage in English.)

Wáng Lǎushī shì wǒmènde Jūngwén lǎushī. Tā hěn máng. Tā jīntiān yǒu Jūngwén. Wǒ yě hěn máng. Wǒ jīntiān yǒu Yīngwén.

Jāng Měi-fāng shì Jūnggwo rén. Tāde yīshàng hén hǎukàn. Wǒmen dōu syīhwan tā. Tā chángchāng kàn dyànshì. Tā yě chángchāng tīng chàngpyār.

4. Reading (To be used after Romanization has been learned by the students)

Wǒ shì Jūnggwo rén.

Tā búshì Měigwo rén.

Nǐde yīshàng yě hǎukàn.

Wǒ chángchāng tīng chàngpyār.

Dǎrán hěn rúngyì.

Shèhwei bùhén nán.

Nín hòutiān wǎnshàng dǎwò shémma?

Fāwén Sībānyáwén, wǒ dōu syīhwan.

Jāng Měi-fāng méiyǒu dyànshì.

UNIT III

FOR TEACHER

Chinese-Mandarin Teaching
Material Development Project
San Francisco State College

UNIT III

GOING TO THE LIBRARY

The first part of the dialogue deals with two students going to the library after class. The second part is their conversation in the library regarding a Chinese dictionary.

1

CUT OUT

Chén Jyā-jyūn. Nǐ dāu nár chyù?
 Wǒ dāu túshūgwān chyù.
 Nǐ dāu nēr chyù dzwò shémma?
 Wǒ dāu nēr dzwò syítí chyù.

3

CUT OUT

Wǒ dzài jèr dzwò. Nǐ dzài nār dzwò?
 Wǒ syān dāu nēr chyù jāu shū chyù.

5

CUT OUT

Wǒ méiyóu. Nǐ kànkān nèige
 jwōdz shang yóu méiyóu.
 Wǒ yǐjīng kànle. Nēr yě méiyóu.

2

CUT OUT

Nǐ jǐdāu wǒmen nēityan kǎn
 shūsywē ma?
 Dàgāi Shírywē báhu kǎu.
 Nǐ yubeile ma?
 Wǒ nái méiyubei ne.

4

CUT OUT

Nǐ jāu shémma shū?
 Wǒ jāu Jūngwen dzdyān. Nǐ
 yóu ma?

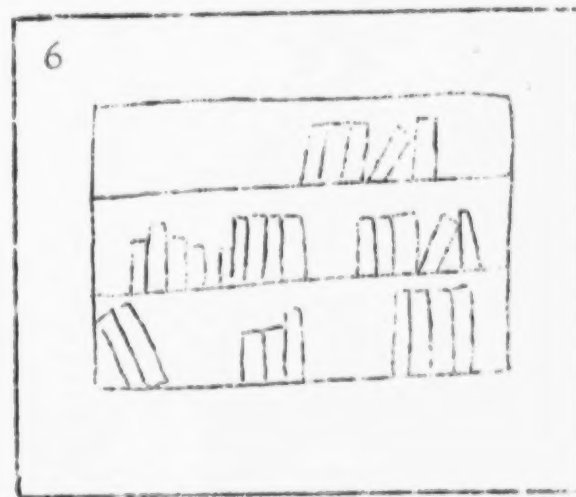
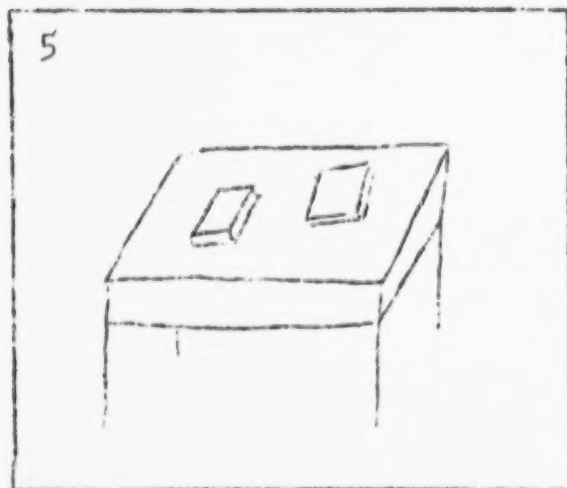
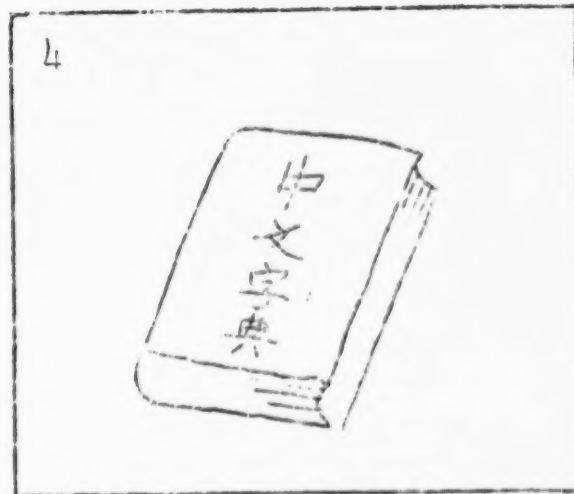
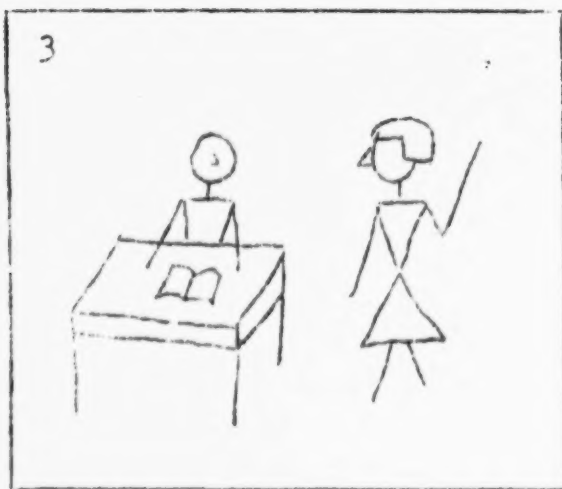
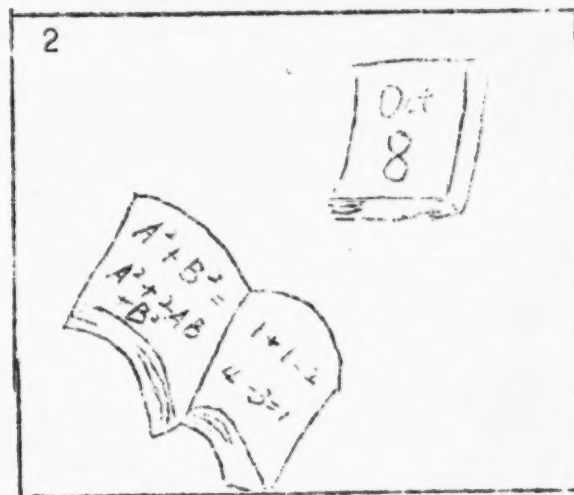
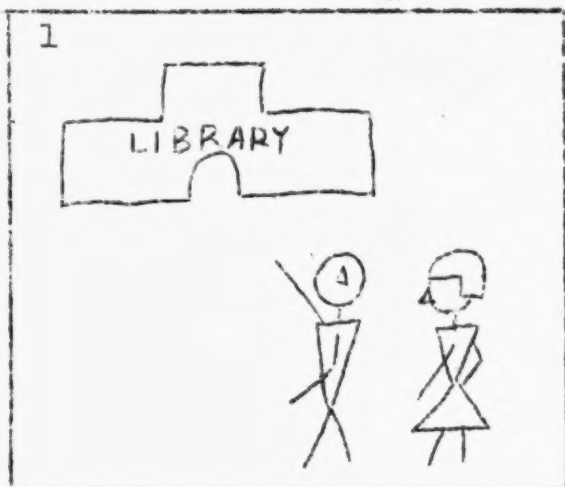
6

CUT OUT

Jèige shūiyādz shàng jyòu yóu
 Yīngwen dzdyān.
 Búyaujǐn. Yíhwēr wǒ dzài jāu.

CUE SHEET

UNIT III



DIALOGUE

- Sywésheng Yī: Chén Jyā-jyùn. Nī dàu nǎr chyù?
- Sywésheng Èr: Wǒ dàu túshūgwǎn chyù.
- Sywésheng Yī: Nī dàu nèr chyù dzwò shémma?
- Sywésheng Èr: Wǒ dàu nèr dzwò syítí chyù.
- Sywésheng Yī: Nī jǐdau wǒmen nēityan kǎu shùsywé ma?
- Sywésheng Èr: Dàgài Shǎywe báhu kǎu.
- Sywésheng Yī: Nī yùbeile ma?
- Sywésheng Èr: Wǒ hái méiyùbei ne.
-
- Sywésheng Yī: Wǒ dzài jèr dzwò. Nī dzài nǎr dzwò?
- Sywésheng Èr: Wǒ syān dàu nèr chyù jǎu shū chyù.
- Sywésheng Yī: Nī jǎu shémma shū?
- Sywésheng Èr: Wǒ jǎu Jūngwen dzdyǎn. Nī yǒu ma?
- Sywésheng Yī: Wǒ méiyǒu. Nī kànkān nèige jwōdz shang yǒu méiyǒu.
- Sywésheng Èr: Wǒ yǐjīng kànle. Nèr yě méiyǒu.
- Sywésheng Yī: Jèige shū yàdz shang jyǎu yǒu Yīngwen dzdyǎn.
- Sywésheng Èr: Búyǎujīn. Yǐhwě wǒ dzài jǎu.

Student A: Chén Jyā-jyùn, where are you going?

Student B: I'm going to the library.

Student A: What are you going to do there?

Student B: I'm going to work on my exercises.

Student A: Do you know when we are going to have our math exam?

Student B: Probably October 8.

Student A: Have you prepared?

Student B: No, not yet.

Student A: I'll sit here, where are you going to sit?

Student B: I'll go over there to look for a book first.

Student A: What book are you looking for?

Student B: I'm looking for a Chinese dictionary. Do you have one?

Student A: No, I don't. Look over there on that table and see if there is one.

Student B: I have already looked there. There isn't any there.

Student A: There are only English dictionaries on this bookshelf.

Student B: That's all right. I'll look for it a little later.

SUMMARY

1. The Sounds

a. Initial

s sān

b. Finals

yu chyù er jèryun Jyā-jyùn z sž

2. Vocabulary

a. Nouns

Chén Jyā-jyùn. Nǐ dàu nǎr chyù?

Wǒ dàu túshūgwǎn chyù.

Wǒ dàu nèr dzwò syítí chyù.

Nǐ jǐrdau wǒmen něityan kǎu shùsywé ma?

Nǐ jǎu shémma shū?

Wó jǎu Jūngwen dǎdyǎn.

Nǐ kànkān nèige jwōdz shang yǒu méiyóu.

Jèige shūjyàdz shang jyòu yǒu Yīngwen dǎdyǎn.

Wómen dàu sywényàu chyù.

Nèige jwōdz shang yǒu dzájr.

Nèige yǐdz shang yǒu Jūngwo bàu.

Nǐ jǐntyan yǒu shémma kè?

Wǒ dàu jyàushr chyù.

Wǒ dàu shryànshr chyù.

b. Place Words

Nǐ kànkān nèige jwōdz shang yǒu méiyǒu?

Nǐ dāu nǎr chǔ?

Nǐ dāu nèr chǔ dzwò shénma?

Wǒ dzài jèr dzwò.

c. Verbs

Nǐ dāu nǎr chǔ?

Nǐ jǐdāu wōmen nēityan kāu shùsywé ma?

Nǐ yùbeile ma?

Wǒ dzài jèr dzwò.

Wǒ jāu Jūngwen dǎdyǎn.

1. Reduplication of Verbs

Nǐ kànkān nèige jwōdz shang yǒu méiyǒu.

a. Co-Verbs

Wǒ dāu túshūgwǎn chǔ.

Wǒ dzài jèr dzwò.

2. Adverbs

Dàdài Shǔywe bāhau kāu.

Wǒ hái méiyùbei ne.

Wǒ syān dāu nèr chǔ jāu shū chǔ.

Wǒ yǐjīng kǎnle.

Jèige shūjyǎdz shang jyòu yǒu Yīngwen dǎdyǎn.

Yǐhwě wǒ dzài jāu.

g. Time Words

Yìhwě wǒ dzài jǎu.

Shrywe báhau kǎu.

Wǒmen něityan kǎu shùsywé?

h. Particles

Wó yǐjing kǎnle

Wǒ hái méiyùbei ne.

i. Idiomatic Expression

Búyaujǐn.

j. Specifiers

Wǒmen něityan kǎu shùsywé?

Nèige jwōdz shang yǒu méiyóu?

Jèige shūjyàdz shang jyòu yǒu Yīngwen dǎdyǎn.

k. Measure

Nèige jwōdz shang yǒu méiyóu?

l. Numbers from 1 to 99

m. The Month and the Day

n. The Days of the Week

3. Structural Patterns

a. S CV FW(N) V

Wǒ dàu nèr chǔ.

b. Purpose of Going

(1) S CV O V PF

Nǐ dàu túshūgwǎn chǔ dzwò shénma?

(2) S CV O PF V

Nǐ dàu túshūgwǎn dzwò shénma chǔ?

(3) S CV O V PF V

Nǐ dàu túshūgwǎn chǔ dzwò shénma chǔ?

c. Completed Action with -Le

Wó yǐjīng kànle.

d. Incomplete Action with Mei

Wó hái méibùbei ne.

e. Question Forms of Completed and Incomplete action

Nǐ yùbeile ma?

Nǐ yùbeile méiyóu?

Nǐ yùbeile méiyùbei?

Nǐ méiyùbei ma?

f. FW You N

Nèige jwōdz shang yǒu Jūngwen dzdyān.

g. Omission of Subject and Object

(Ní) yǒu (Jūngwen dǎdyǎn) ma?

(Nèr) yě méiyǒu (Jūngwen dǎdyǎn).

l. A Sentence as an Object

Nǐ jīdāu wǒmen nǎityan kǎu shùsywé ma?

i. Sp- M N

Jèige jwōdz

j. Question Words in a Sentence

(1) Question and Answer

Wǒmen nǎityan kǎu shùsywé?

Wǒmen Shrywe bāhau kǎu shùsywé.

(2) Without Question Suffix Ma

Nǐ jǎu shemma shū?

THE SOUNDS

1. Initial

The following is the initial found in Unit III .

s sān

2. Finals

The following are the new finals found in Unit III

yu	chyū
yun	jyā-jyūn
er	jēr, nēr, èr
z	<u>s</u> z

VOCABULARY

1. Nouns

Chén	a common Chinese surname
Jyā-jyùn	a Chinese boy's name
túshūgwǎn	library
syítí	exercise
shū	book
shùsywé	mathematics
dǐdyǎn	dictionary
jwōdz	desk; table
shūjyādz	bookshelves

2. Place Words

nǎr	where?
jēr	here
nēr	there
shàng(tou)	top; upper end or side

There are some place words, such as shàngtou (top), wàitou (outside), lǐtou (inside), etc., from which tou is often omitted. But without tou, they cannot be used as freely as any other place words. (cf. Unit VI)

Nǐ kànkàn nèige jwōdz shàng(tou) yǒu méiyǒu.

1. Verbs

chyû	go, indicating motion toward a point away from the speaker
kău	take an examination
jřdau	know; know of or about
yûbei	prepare
dzwô	sit
jău	find, look for

4. Reduplication of Verbs

A verb is sometimes reduplicated. This is often done to make the command or request somewhat casual and the action less blunt. In this form the second syllable is neutral tone.

Nǐ kănkă nêige jwôdz shântou yǒu méiyôu.

Sometimes yi is inserted between the verbs:

kănyikăn băiyibăi (see Unit VI)

5. Co-Verbs

dâu	functioning as 'to go to' together with <u>chyû</u> in <u>dâu</u> ...(place word)... <u>chyû</u> . When negative, the negative adverb <u>bû</u> precedes the entire expression, i.e., <u>búdâu</u> (place word) <u>chyû</u> .
dzâi	"be at" a point in space or time

6. Adverbs

dàgài	probably (MA)
hái	still; yet
syān	first
yǐjīng	already
jyòu	only, just
dzài	again (in the future)

7. Time Words

yīlǚèr	a moment
bāhàn	eighth
Shíyī yuè	October
něi tiān	which day?

3. Particles

-le	verb and sentence suffix, indicating completion of action.
-----	--

Note: -le never occurs between the verb

shí and the following noun. Never

Tā shíle míng yuè rén.

ne	sentence suffix usually used with <u>méi</u> to indicate incomplete action. (cf. Basic Facts about Mandarin, <u>Handbook</u> , p.)
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9. Idiomatic Expression

(Nà) búyaujǐn that's nothing; never mind

10. Specifiers

A specifier serves to designate or point out the person or thing referred to. It stands before a measure and its noun.

něi-	which?
nèi-	that (there)
jèi-	this (here)

11. Measure

-C? for person or thing, applicable to most nouns and permissible even when a more appropriate measure is available. (cf. Basic Facts about Mandarin, Handbook, p.)

SUPPLEMENTARY VOCABULARY

1. Nouns

sywésyàu	school
dzájr	magazine
bàu	newspaper
jyàushr	classroom
shryànshr	science laboratory
yǐdz	chair
kè	subject

2. Numbers

a. Numbers from 1 to 10:

ī	one
èr	two
sān	three
sì	four
wǐ	five
lyòu	six
chī	seven
bā	eight
jyǒu	nine
shí	ten

b. Numbers from 11 to 99:

ten-one (eleven)	shryī
ten-two (twelve)	shrèr

- c. Tens from 20 to 90 follow the English pattern:

two-ten (twenty) èrshí

three-ten (thirty) sānshí

- d. The other numbers from 21 to 99 also follow the English pattern:

four-ten-one (forty-one) sìshíyī

five-ten-six (fifty-six) wǔshíliù

In pronouncing three-syllable numeral compounds, the stress is always on the last syllable.

3. The month and the day

- a. The months of the year:

January	Yíyue	(Yī-yuè)	(one-month)
February	Èryue	(Èr-yuè)	(two-month)
March	Sānyue	(Sān-yuè)	(three-month)
April	Sìyue	(Sì-yuè)	(four-month)
May	Wǔyue	(Wǔ-yuè)	(five-month)
June	Liúyue	(Liú-yuè)	(six-month)
July	Chíyue	(Chī-yuè)	(seven-month)
August	Báiyue	(Bā-yuè)	(eight-month)
September	Jiǔyue	(Jiǔ-yuè)	(nine-month)
October	Shíyue	(Shí-yuè)	(ten-month)
November	Shíyíyue	(Shíyī-yuè)	(eleven-month)
December	Shíèryue	(Shíèr-yuè)	(twelve-month)

b. The days of the month are formed with numbers and -hâu.

Thus:

first	yíhau	(yī-hâu)
second	êrhau	(êr-hâu)
third	sānhau	(sān-hâu)
fourth	szhau	(sz-hâu)
fifth	wǔhau	(wǔ-hâu)
tenth	shrhau	(shr-hâu)
eleventh	shryíhau	(shryī-hâu)
twentieth	êrshrhau	(êrshr-hâu)
twenty-fourth	êrshrszhau	(êrshr-sz-hâu)
thirtieth	sānshrhau	(sānshr-hâu)
thirty-first	sānsaryíhau	(sānshr-yī-hâu)

4. The days of the week

The days of the week are formed with numbers and Lǐbài- or Syíngchí- except Sunday. Sunday is formed with either -tyān or ī instead of numbers. Thus:

Sunday	Lǐbaityan	(Lǐbai-tyan)
Monday	Lǐbāiyī	(Lǐbai-yī)
Tuesday	Lǐbaiēr	(Lǐbai-ēr)
Wednesday	Lǐbaisān	(Lǐbai-sān)
Thursday	Lǐbaisz	(Lǐbai-sz)
Friday	Lǐbaiwǔ	(Lǐbai-wǔ)
Saturday	Lǐbailyōu	(Lǐbai-lyōu)

STRUCTURAL PATTERNS

1. CV-PW V Construction

CV-PW-V

Nǐ dāu nǎr chǔ?

Wǒ dzài jèr dzwò.

2. Purpose of going

A Purpose expression (cf. Basic Facts of Mandarin, Handbook, p.) appears immediately before or after the main verb chǔ to indicate the purpose of the action. Sometimes chǔ may appear twice, before and after the purpose expression.

Nǐ dāu túshūgwǎn chǔ dzwò shénma? or S-CV-O-V-PE

Nǐ dāu túshūgwǎn dzwò shénma chǔ? or S-CV-O-PE-V

Nǐ dāu túshūgwǎn chǔ dzwò shénma chǔ? S-CV-O-V-PE-V

3. Suffix -le and completed action

If an action is, was, has been, or will have been completed, the verb takes a -le suffix. In a sequence of actions, -le is used to indicate that the action will take place, is taking place, or did take place, before another. Hence, -le has nothing to do with verb tense, even though it appears most frequently where a past tense verb is used in English. The suffix -le can also be used as a sentence suffix, in which case the entire predicate is affected.

Wó yǐjīng kànle.

When the action is complete, a verb with a simple object usually can take a suffix -le immediately after it, or after

the object, or both. The exact senses of these three cases may be slightly different, but we need not go into that here:

Wǒ kànle dyànshì le.

Wǒ kànle dyànshì.

Wǒ kàn dyànshì le.

4. Incomplete action with méi

Méiyou or méi is prefixed to a verb to indicate incomplete action, e.g., Wǒ hái méiyùbei ne.

The particle ne is often added at the end of the sentence to emphasize it.

Note: When méi alone negates yǒu where yǒu is the main verb, the idea of "have no" has nothing to do with any incomplete action.

5. Question forms of completed action and incomplete action

Nǐ yùbeile ma? has the following variations:

Nǐ yùbeile ma? adding question particle ma

Nǐ yùbeile méiyǒu? adding negative adverb of incomplete action méiyou
(choice-type question)

Nǐ yùbeile méiyùbèi? repeating same verb with méi-
(also choice-type)

Or, if negative question is wanted:

Nǐ méiyùbei ma? (Didn't you prepare?)

6. The use of yǒu to indicate existence of an object FW-N

The verb yǒu expresses simple existence.

In this sense when yǒu appears after a

place word, e.g., Jwōdz shàng yǒu shū

(literally: As for the top of the table,
there are books), the sense is:

There are books on the table.

Jèige shūjyādz shàng jyòu yǒu Yīngwen dǎyǎn.

Nèige jwōdz shàngtou yǒu Jūngwen dǎyǎn.

7. Omission of subject and object

In Chinese, the subject or object of the sentence, when clearly understood, is usually omitted; while in English, a pronoun is usually used. (cf., Answer forms, Unit I)

(Nǐ) yǒu (Jūngwen dǎyǎn) ma?

(Nèr) yě méiyǒu (Jūngwen dǎyǎn).

8. A sentence as an object

Nǐ jǐdau wǒmen nǎityan kǎu shùsywé ma?

Nǐ kànkān nèige jwōdz shàngtou yǒu méiyǒu.

9. Specified nouns

Sp-M N

jèige shūjyādz

nèige jwōdz

nèige (?) jwōdz

10. Question words in a sentence

A question word occupies in the sentence the same position as the word or words which replace in the answer:

(cf. Structural Patterns, Unit I)

Wǒmen nǎityan kǎu shùsywé?

Wǒmen Shǎywe bāhau kǎu.

In an interrogative sentence, the same point in question can never take a question word and a question suffix ma at the same time, e.g., Shéi chyù? (Who is going?) never can take a ma; but Nǐ jǐdau shéi chyù ma? (Do you know who is going?) is correct because here ma makes the main verb (one point in question) jǐdau interrogative, while shéi chyù is another point in question.

NOTES

1. Cultural Notes

- a. Going to the library is so universally common in high school life that it requires no further comment. The students in China visit their libraries in very much the same way as the American students do.

2. Pedagogical Notes

- a. Use chalk or felt board to illustrate the situation and the characters involved.
- b. Arrange a bookcase and a study desk in the classroom; make available a calendar, a Chinese dictionary, and a textbook of mathematics.
- c. During the seventh, eighth, and ninth hours, stress group and individual role-playing. Record on tape the performance of the students to help them correct their errors.
- d. Practice role-playing on the scene if a trip to the school library could be arranged without too much loss of time.

FLUENCY DRILL

Dàu.

Dàu nǎr?

Dàu nǎr chyù?

Nǐ dàu nǎr chyù?

Chén Jyā-jyùn dàu nǎr chyù?

Chén Jyā-jyùn, nǐ dàu nǎr chyù?

Kǎu.

Báhu kǎu.

Shrywe báhu kǎu.

Dàgài Shrywe báhu kǎu.

Dàgài Shrywe báhu kǎu shùsywé.

Wōmen dàgài Shrywe báhu kǎu shùsywé.

Dàu.

Dàu nèr.

Dàu nèr chyù.

Wǒ dàu nèr chyù.

Wǒ dàu túshūgwǎn chyù.

Wǒ dàu túshūgwǎn chyù dzwò syítí.

Wǒ dàu túshūgwǎn chyù dzwò syítí
chyù.

Yùbei.

Yùbeile.

Yùbeile ma?

Nǐ yùbeile ma?

Nǐ yǐjing yùbeile ma?

Nǐ dzwótyan yǐjing yùbeile ma?

Kǎu.

Kǎu shùsywé.

Něityan kǎu shùsywé?

Wōmen něityan kǎu shùsywé?

Nǐ jǐdau wōmen něityan kǎu shùsywé?

Nǐ jǐdau wōmen něityan kǎu shùsywé
ma?

Yùbei.

Méiyùbei.

Hái méiyùbei.

Wǒ hái méiyùbei.

Wōmen hái méiyùbei.

Wōmen dōu hái méiyùbei.

Wōmen dōu hái méiyùbei ne.

Jǎu.

Dzài.

Jǎu shū.

Dzài jèr.

Jǎu shū chyù.

Dzài jèr dzwò.

Chyù jǎu shū chyù.

Wǒ dzài jèr dzwò.

Dàu nèr chyù jǎu shū chyù.

Wǒ syān dzài jèr dzwò.

Syān dàu nèr chyù jǎu shū chyù.

Wǒ syān dàu nèr chyù jǎu shū chyù.

Kànkān.

Kànkān jwōdz.

Kànkān nèige jwōdz.

Kànkān nèige jwōdz shang.

Kànkān nèige jwōdz shang yǒu méiyōu.

Nǐ kànkān nèige jwōdz shang yǒu méiyōu.

Yǒu.

Yǒu dzdyān.

Yǒu Yīngwen dzdyān.

Jyòu yǒu Yīngwen dzdyān.

Shūjyàdz shang jyòu yǒu Yīngwen dzdyān.

Jèige shūjyàdz shang jyòu yǒu Yīngwen dzdyān.

REPETITION DRILL

Lǎushr

Sywésheng

S CV O V

Nǐ dàu nǎr chyù?

(Student repeats after the model)

Wǒ dàu nèr chyù.

Tā dàu túshūgwǎn chyù.

Wǒmen dàu sywésyàu chyù.

Tāmen dàu jyàushr chyù.

Chén Jyā-jyùn dàu shryànshr chyù.

Nǐ dzài nǎr dzwò?

Wǒ dzài jèr dzwò.

Tā dzài nèr dzwò.

Lǐ Syānsheng dzài yǐdz shang dzwò.

Jāng Měi-fāng dzài yǐdz shang dzwò.

Chén Jyā-jyùn dzài jwōdz shang dzwò.

S CV O V PE

Nǐ dàu túshūgwǎn chyù dzwò shémma?

Wǒ dàu nèr chyù dzwò syítí chyù.

Tā dàu jyàushr kǎu shùsywé chyù.

Wǒmen dàu jyàushr kàn dyànshr chyù.

Chén Jyā-jyùn dàu nèr chyù tīng chāngpyār chyù.

Jāng Lǎushr dàu túshūgwǎn chyù kàn bàu chyù.

Le (Completed action)

Wǒ kànle.
 Tā yǐjīng kǎule.
 Wǒmen yǐjīng tīngle.
 Jāng Měi-fāng dzwò syítí le.
 Chén Jyā-jyùn tīngle chāngpyār le.
 Wáng Syānsheng dàu shryànshè chyùle.

Mei(you)V (Incomplete action)

Wǒ hái méiyùbei ne.
 Tā hái méidzwo syítí ne.
 Wáng Lāushē hái méikàn bàu ne.
 Lǐ Syānsheng hái méichyù ne.
 Chén Jyā-jyùn hái méitīng chāngpyār ne.
 Jāng Měi-fāng hái méijāu Jūngwen dzdyān ne.

Question Forms (Completed action)

Tā dzwòle ma?
 Nǐ kànle dyànshè le ma?
 Nín kǎu shùsywé le ma?
 Chén Jyā-jyùn yùbeile ma?
 Jāng Měi-fāng tīngle chāngpyār ma?
 Lǐ Lāushē jāule Yīngwen shū le ma?

Tā dzwòle méiyóu?

Nǐ kànle dyànshǐ méiyóu?

Nín kǎu shùsywé le méiyóu?

Chén Jyā-jyùn yùbeile méiyóu?

Jāng Měi-fāng tīngle chāngpyār méiyóu?

Lí Lǎushǐ jāule Yīngwen shū le méiyóu?

Tā dzwòle méidzwò?

Nǐ kànle dyànshǐ méikàn?

Nín kǎule shùsywé méikǎu?

Chén Jyā-jyùn yùbeile méiyùbei?

Jāng Měi-fāng tīngle chāngpyār méitīng?

Lí Lǎushǐ jāule Yīngwen shū méijǎu?

Tā méidzwò ma?

Nǐ méikàn dyànshǐ ma?

Nín méikǎu shùsywé ma?

Chén Jyā-jyùn méiyùbei ma?

Jāng Měi-fāng méitīng chāngpyār ma?

Lí Lǎushǐ méijǎu Yīngwen shū ma?

PW you N

Jèige shūjyàdz shang yōu Yīngwen dèdyǎn.

Nèige jwōdz shang yōu dzájr.

Nèige yǐdz shang yōu Jūngwen bàu.

Jèige bàu shang yōu Fàwen dèdyǎn.

Nèige dzájr shang yōu Déwen shū.

Jèige dèdyǎn shang yōu Syībānyáwén dzájr.

Sentence as an Object

Nǐ jǐrdau wōmen nēityan kǎu shùsywé ma?

Nǐ kànkān nèige jwōdz shang yōu méiyōu.

Wǒ kàn jèige yǐdz shang méiyōu Jūngwen dèdyǎn.

Tā bùjǐrdau wōmen Shǐrywe báhu kǎu shùsywé.

SUBSTITUTION DRILLLǎushr

Wǒ dào túshūgwǎn chū.

sywésyàu

jyàushr

shryànshr

Tā dào sywésyàu dzwò syítí chū.

tīng chāngpyār

jāu shū

kāi dyànshr

kāi shùsywé

Nǐ jīdau wōmen nēityan kāu shùsywé ma?

džrán

shèhwèi

Yīngwén

Jūngwén

Syībānyáwén

Sywésheng

Wǒ dào túshūgwǎn chū.

Wǒ dào sywésyàu chū.

Wǒ dào jyàushr chū.

Wǒ dào shryànshr chū.

Tā dào sywésyàu dzwò syítí chū.

Tā dào sywésyàu tīng chāngpyār chū.

Tā dào sywésyàu jāu shū chū.

Tā dào sywésyàu kāi dyànshr chū.

Tā dào sywésyàu kāu shùsywé chū.

Nǐ jīdau wōmen nēityan kāu shùsywé ma?

Nǐ jīdau wōmen nēityan kāu džrán ma?

Nǐ jīdau wōmen nēityan kāu shèhwèi ma?

Nǐ jīdau wōmen nēityan kāu Yīngwén ma?

Nǐ jīdau wōmen nēityan kāu Jūngwén ma?

Nǐ jīdau wōmen nēityan kāu Syībānyáwén ma?

Wōmen dàgài Shfrywe báhou kǎu.

Sānywe sǎhou

Lyōuywe wūhou

Jyōuywe chíhou

Èrywe yíhou

Wōmen dàgài Shfrywe báhou kǎu.

Wōmen dàgài Sānywe sǎhou kǎu.

Wōmen dàgài Lyōuywe wūhou kǎu.

Wōmen dàgài Jyōuywe chíhou kǎu.

Wōmen dàgài Èrywe yíhou kǎu.

Tā syān dàu nèr chyù jǎu shū chyù.

bàu

dzájr

dždyān

jwōdz

yǐdz

Tā syān dàu nèr chyù jǎu shū chyù.

Tā syān dàu nèr chyù jǎu bàu chyù.

Tā syān dàu nèr chyù jǎu dzájr chyù.

Tā syān dàu nèr chyù jǎu dždyān
chyù.

Tā syān dàu nèr chyù jǎu jwōdz chyù.

Tā syān dàu nèr chyù jǎu yǐdz chyù.

Wōmen jǎu Jūngwen dždyān.

Yīngwen

Fàwen

Déwen

Syībānyáwen

Wōmen jǎu Jūngwen dždyān.

Wōmen jǎu Yīngwen dždyān.

Wōmen jǎu Fàwen dždyān.

Wōmen jǎu Déwen dždyān.

Wōmen jǎu Syībānyáwen dždyān.

Nǐ kànkān nèige jwōdz shang yōu méiyōu? Nǐ kànkān nèige jwōdz shang yōu méiyōu?

shūjyàdz

Nǐ kànkān nèige shūjyàdz shang yōu méiyōu?

yǐdz

Nǐ kànkān nèige yǐdz shang yōu méiyōu?

dzájǐ

Nǐ kànkān nèige dzájǐ shang yōu méiyōu?

bàu

Nǐ kànkān nèige bàu shang yōu méiyōu?

dzdyān

Nǐ kànkān nèige dzdyān shang yōu méiyōu?

Chén Jyā-jyùn yùbeile ma?

kànle

Chén Jyā-jyùn yùbeile ma?

jǎule

Chén Jyā-jyùn kànle ma?

tīngle

Chén Jyā-jyùn jǎule ma?

kǎule

Chén Jyā-jyùn tīngle ma?

dzwòle

Chén Jyā-jyùn kǎule ma?

Chén Jyā-jyùn dzwòle ma?

Jāng Měi-fāng hái méiyùbei ne.

kàn

Jāng Měi-fāng hái méiyùbei ne.

jǎu

Jāng Měi-fāng hái méikàn ne.

tīng

Jāng Měi-fāng hái méijǎu ne.

kǎu

Jāng Měi-fāng hái méitīng ne.

dzwò

Jāng Měi-fāng hái méikǎu ne.

Jāng Měi-fāng hái méidzwò ne.

Wǒ dzài jèr dzwò.

kāu shùsywé

tīng chāngpyār

dzwò syítí

kàn dyànshè.

jāu dzájr.

Tā yǐjing kànle.

kāu shùsywé

tīng chāngpyār

dzwò syítí

kàn dyànshè

jāu dzájr

Jèige shūjyadz shang jyòu yǒu
Yīngwen dzdyān.

Jūngwen dzájr

Fāwen bàu

Déwen shū

Yìhwēr wǒ dzài jāu.

yùbei

dzwò

tīng

kānkan

Wǒ dzài jèr dzwò.

Wǒ dzài jèr kāu shùsywé.

Wǒ dzài jèr tīng chāngpyār.

Wǒ dzài jèr dzwò syítí.

Wǒ dzài jèr kàn dyànshè.

Wǒ dzài jèr jāu dzájr.

Tā yǐjing kànle.

Tā yǐjing kāule shùsywé le.

Tā yǐjing tingle chāngpyār le.

Tā yǐjing dzwòle syítí le.

Tā yǐjing kànle dyànshè le.

Tā yǐjing jāule dzájr le.

Jèige shūjyadz shang jyòu yǒu
Yīngwen dzdyān.

Jèige shūjyadz shang jyòu yǒu
Jūngwen dzájr.

Jèige shūjyadz shang jyòu yǒu
Fāwen bàu.

Jèige shūjyadz shang jyòu yǒu
Déwen shū.

Yìhwēr wǒ dzài jāu.

Yìhwēr wǒ dzài yùbei.

Yìhwēr wǒ dzài dzwò.

Yìhwēr wǒ dzài tīng.

Yìhwēr wǒ dzài kānkan.

REPLACEMENT DRILLLǎushǐ

Wǒ dào túshūguǎn chū.

shíyànr

Tā

jiànr

Tāmen

Tā dào sywésyào dzwò syítí chū.

jiū shū

Wōmen

kāu shùsywé

Jāng Měi-fāng

Nǐ jīdāu wōmen nēityan kāu Jūngwen ma?

dzrān

Nín

shèhwei

Lí Lǎushǐ

Sywésheng

Wǒ dào túshūguǎn chū.

Wǒ dào shíyànr chū.

Tā dào shíyànr chū.

Tā dào jiànr chū.

Tāmen dào jiànr chū.

Tā dào sywésyào dzwò syítí chū.

Tā dào sywésyào jiū shū chū.

Wōmen dào sywésyào jiū shū chū.

Wōmen dào sywésyào kāu shùsywé chū.

Jāng Měi-fāng dào sywésyào kāu shùsywé chū.

Nǐ jīdāu wōmen nēityan kāu Jūngwen ma?

Nǐ jīdāu wōmen nēityan kāu dzrān ma?

Nín jīdāu wōmen nēityan kāu dzrān ma?

Nín jīdāu wōmen nēityan kāu shèhwei ma?

Lí Lǎushǐ jīdāu wōmen nēityan kāu shèhwei ma?

Wōmen dàgài Shǎywe báhou kǎu.

Sǎywe lyòuhau

Nímen

Wǔywe jyòuhau

Tāmen

Wōmen dàgài Shǎywe báhou kǎu.

Wōmen dàgài Sǎywe lyòuhau kǎu.

Nímen dàgài Sǎywe lyòuhau kǎu.

Nímen dàgài Wǔywe jyòuhau kǎu.

Tāmen dàgài Wǔywe jyòuhau kǎu.

Tā syān dàu nèr chyù jǎu shū chyù.

dzdyān

Wǒ

dzájr

Jāng Syānsheng

Tā syān dàu nèr chyù jǎu shū chyù.

Tā syān dàu nèr chyù jǎu dzdyān
chyù.

Wǒ syān dàu nèr chyù jǎu dzdyān
chyù.

Wǒ syān dàu nèr chyù jǎu dzájr chyù.

Jāng Syānsheng syān dàu nèr chyù
jǎu dzájr chyù.

Wōmen jǎu Jūngwen dzdyān.

Déwen

Wáng Lǎushǐ

Syībānyáwen

Chén Jyā-jyùn

Wōmen jǎu Jūngwen dzdyān.

Wōmen jǎu Déwen dzdyān.

Wáng Lǎushǐ jǎu Déwen dzdyān.

Wáng Lǎushǐ jǎu Syībānyáwen dzdyān.

Chén Jyā-jyùn jǎu Syībānyáwen
dzdyān.

Tā yùbeile ma?

dzwòle

Nǐ

kànle

Jāng Měi-fāng

Tā yùbeile ma?

Tā dzwòle ma?

Nǐ dzwòle ma?

Nǐ kànle ma?

Jāng Měi-fāng kànle ma?

Wǒ hái méiyùbei ne.

tīng

Tāmen

kāu

Lǐ Lǎushī

Wǒ hái méiyùbei ne.

Wǒ hái méitīng ne.

Tāmen hái méitīng ne.

Tāmen hái méikāu ne.

Lǐ Lǎushī hái méikāu ne.

Wǒ dzài jèr dzwò.

tīng chāngpyār

Tā

kàn dyànshǐ

Wǒmen

Wǒ dzài jèr dzwò.

Wǒ dzài jèr tīng chāngpyār.

Tā dzài jèr tīng chāngpyār.

Tā dzài jèr kàn dyànshǐ.

Wǒmen dzài jèr kàn dyànshǐ.

Wó yǐjing kànle.

dzwò syítí

Tāmen

jāu bàu

Wáng Syānsheng

Wó yǐjing kànle.

Wó yǐjing dzwòle syítí le.

Tāmen yǐjing dzwòle syítí le.

Tāmen yǐjing jāule bàu le.

Wáng Syānsheng yǐjing jāule bàu le.

Jèige shūjyàdz shang jyòu yǒu
Yīngwen dzdyan.

Fàwen shū

Nèige jwōdz

Déwen dzájr

Jèige yǐdz

Jèige shūjyàdz shang jyòu yǒu
Yīngwen dzdyan.

Jèige shūjyàdz shang jyòu yǒu Fàwen
shū.

Nèige jwōdz shang jyòu yǒu Fàwen shū.

Nèige jwōdz shang jyòu yǒu Déwen
dzájr.

Jèige yǐdz shang jyòu yǒu Déwen
dzájr.

UNIT III - T 27

Yìhwě wǒ dzài jǎu.

kànkān

wōmen

tīngtīng

nín

Yìhwě wǒ dzài jǎu.

Yìhwě wǒ dzài kànkān.

Yìhwě wōmen dzài kànkān.

Yìhwě wōmen dzài tīngtīng.

Yìhwě nín dzài tīngtīng.

RESPONSE DRILLLǎushr̄

Nǐ dàu nǎr chyù?

(sywésyàu)

(shryànshr̄)

(túshūgwǎn)

(jyàushr̄)

Nǐ dàu nèr chyù dzwò shémma?

(dzwò syítí)

(kàn dzájr̄)

(jǎu shū)

(tīng chàngpyār)

Nǐ jrdau wōmen nēityan kǎu Jūngwén ma?

(míngtyan)

(hòutyan)

(Báywe èrhau)

(Chíywe szhau)

Nǐ yùbeile ma?

(yǐjing)

(hái méi)

Sywésheng

Wǒ dàu sywésyàu chyù.

Wǒ dàu shryànshr̄ chyù.

Wǒ dàu túshūgwǎn chyù.

Wǒ dàu jyàushr̄ chyù.

Wǒ dàu nèr chyù dzwò syítí chyù.

Wǒ dàu nèr chyù kàn dzájr̄ chyù.

Wǒ dàu nèr chyù jǎu shū chyù.

Wǒ dàu nèr chyù tīng chàngpyār
chyù.

Wōmen míngtyan kǎu Jūngwén.

Wōmen hòutyan kǎu Jūngwén.

Wōmen Báywe èrhau kǎu Jūngwén.

Wōmen Chíywe szhau kǎu Jūngwén.

Wó yǐjing yùbeile.

Wǒ hái méiyùbei ne.

Nǐ dzài nǎr dzwò?

(jèr)

Wǒ dzài jèr dzwò.

(nèr)

Wǒ dzài nèr dzwò.

Nǐ jīntyan yǒu shénma kè?

(džrán)

Wǒ jīntyan yǒu džrán.

(shèhwèi)

Wǒ jīntyan yǒu shèhwèi.

(shùsywé)

Wǒ jīntyan yǒu shùsywé.

(Yīngwén)

Wǒ jīntyan yǒu Yīngwén.

(Jūngwén)

Wǒ jīntyan yǒu Jūngwén.

Wǒmen túshūgwǎn yǒu shénma?

(shū)

Wǒmen túshūgwǎn yǒu shū.

(bàu)

Wǒmen túshūgwǎn yǒu bàu.

(dzájr)

Wǒmen túshūgwǎn yǒu dzájr.

(dzdyǎn)

Wǒmen túshūgwǎn yǒu dzdyǎn.

DIRECTED CONVERSATION

Lāushr

Nǐ wèn tā, tā dàu nǎr chyu.

Nǐ wèn tā, tā dàu nèr chyu dzwò shéma.

Nǐ wèn tā, tā jǐrdau bujǐrdau wōmen nēityan kǎu shùsywé.

Nǐ wèn tā, tā yùbeile ma.

Sywésheng

Nǐ dàu nǎr chyu?

Wǒ dàu túshūgwǎn chyu.

Wǒ dàu sywésyau chyu.

Wǒ dàu jyàushr chyu.

Wǒ dàu shryànshr chyu.

Nǐ dàu nèr chyu dzwò shéma?

Wǒ dàu nèr chyu dzwò syítí chyu.

Wǒ dàu nèr chyu tīng chànpyār chyu.

Wǒ dàu nèr chyu kàn dyànshr chyu.

Wǒ dàu nèr chyu jǎu dzájǐr chyu.

Nǐ jǐrdau wōmen nēityan kǎu shùsywé ma?

Wōmen dàgài Shrywe báhu kǎu.

Wōmen dàgài hòutyan kǎu.

Wōmen dàgài míngtyan dzāushang kǎu.

Wǒ bujǐrdau.

Nǐ yùbeile ma?

Wǒ yǐjing yùbeile.

Wǒ hái méiyubei ne.

Nǐ wèn tā, nèige shūjyàdz shang
yǒu méiyǒu Jūngwen dzdyān.

Nèige shūjyàdz shang yǒu méiyǒu
Jūngwen dzdyān?

Nèige shūjyàdz shang yǒu Jūngwen
dzdyān.

Nèige shūjyàdz shang méiyǒu Jūngwen
dzdyān.

Nǐ wèn tā, tā jīntyan yǒu shémma kè. Nǐ jīntyan yǒu shémma kè?

Wǒ jīntyan yǒu Yīngwén.

Wǒ jīntyan yǒu shèhwèi.

Wǒ jīntyan yǒu Syībānyáwén.

Wǒ jīntyan méiyǒu kè.

Nǐ wèn tā, wǒmen túshūgwǎn yǒu
shémma.

Wǒmen túshūgwǎn yǒu shémma?

Wǒmen túshūgwǎn yǒu dzájr.

Wǒmen túshūgwǎn yǒu Fàwen shū.

Wǒmen túshūgwǎn yǒu Yīngwen bàu.

Wǒmen túshūgwǎn yǒu shūjyàdz.

DIALOGUE EXPANSION

Nǐ dàu nǎr chyù?

Wǒ dàu sywésyau chyù?

Nǐ jīntyan dàu sywésyau chyù dzwò shémma?

Wǒ jīntyan dàu sywésyau dzwò dźrán syítí chyù.

Nǐ mǐngtyan dzaushang yǒu shémma kè?

Wǒ mǐngtyan dzaushang yǒu Jūngwén.

Jèige túshūgwǎn yǒu shémma?

Jèige túshūgwǎn yǒu shū.

Nèr yǒu Jūngwen bàu ma?

Nèr méiyǒu Jūngwen bàu, nèr jyòu yǒu Yīngwen bàu.

Nǐ jǐdau tā chángchāng kàn dyànshǐ ma?

Tā bùcháng kàn dyànshǐ, tā chángchāng tīng chángpyār.

Wǒmen Shǐywe sǐhau kǎu shémma?

Wǒmen Shǐywe sǐhau kǎu shùsywé.

Wǒ dzài jèr kàn dzájr. Nǐ dzài nǎr kàn shū?

Wó yě dzài jèr kànkān Fàwen dzájr.

Nǐ jāule Jūngwen dǎdyān le ma?

Wǒ hái méijāu ne. Nǐ kànkān nèige yǐdz shang yǒu shémma shū.

Nèr jyòu yǒu Syībānyáwen dzájr, méiyǒu Jūngwen dǎdyān.

Búyaujǐn. Yǐhwēr wǒ dzài kànkān.

NARRATION

Wōmende túshūgwǎn hén hǎukàn. Nèr yǒu shū. Nèr yé yǒu dzájr.
Wǒ jīntyan dzāushang dàu nèr chyù jǎu Jūngwen dzdyǎn chyù. Wó jǎule
yǐhwēr. Jwōdz shang, shūjyǎdz shang dōu méiyǒu. Nèr jyòu yǒu Yīngwen
dzdyǎn.

Wōmen Shrywe báhu kǎu shùsywé. Wó yǐjing yùbeile. Chén Jyā-jyùn
hái méiyùbei. Tā dzài túshūgwǎn dzwò Déwen syítí.

RHYMES

Yī èr sān,

Sān èr yī,

Yī èr sān sè wǔ lyòu chī,

Chī lyòu wǔ sè sān èr yī.

Sān jyǒu èrshrchī,

Jyóu jyóu bāshryī,

Shùsywé shùsywé hěn rúngyi.

PROGRESS EVALUATION

1. Pronunciation (On tape - utterances are spaced to permit the student to imitate.)

Chén Jyā-jyùn. Nǐ dài nǎr chyu?

Nǐ jīdau wōmen nēityan kǎu shùsywé ma?

Wó jǎu Jūngwen dǎdyǎn.

Wōmen dàgài Sānywe sǎhau kǎu.

Nèr yě méiyóu.

Yī Èr Sān Sè Wǔ Lyòu Chī Bā Jyǒu Shr

2. Listening and Speaking (Student listens to the tape and responds according to the proper sentence he has learned. Several correct responses to each utterance may be possible, but the most direct one taught and practiced in this unit is suggested in parentheses.)

Nǐ dài nǎr chyu?

(Wó dài túshūgwǎn chyu.)

Nǐ jīntyan yǒu shémma kè?

(Wó jīntyan yǒu Jūngwén.)

Nǐ chángchāng kàn Jūngwen bàu ma?

(Wó chángchāng kàn Jūngwen bàu.)

Nǐ yǒu Yīngwen dǎdyǎn ma?

(Wó yǒu Yīngwen dǎdyǎn.)

Túshūgwǎn yǒu shémma?

(Túshūgwǎn yǒu shū.)

Nǐ dài nèr chyu dzwò syítí chyu ma?

(Wó dài nèr chyu dzwò syítí chyu.)

Nǐ kàn nèige shūjyǎdz shang yǒu dzájǎr méiyóu?

(Wó yǐjing kànle. Nèr méiyóu.)

3. Auditory Comprehension (Retell the following passages in English)

Wōmende túshūgwǎn yǒu shū. Wǒ jīntiān dǎushang dāu nèr chū
dzwò dǎrán syítí chū. Chén Jyā-jyùn yě dǎi nèr kàn bàu.

Wōmen Szywe chíhau kǎu Syībānyáwén. Wǒ hái méi yùbēi. Wǒ dāu
sywésyàu jǎu Syībānyáwén dǎdyǎn chū.

4. Reading (To be used after Romanization has been learned by the students)

Chén Jyā-jyùn dāu túshūgwǎn chū.

Wǒ dāu jyàushr chū.

Tā dāu nèr chū dzwò shéma?

Tā dāu nèr chū dzwò shùsywé syítí chū.

Jèr méiyōu jwōdz, jèr yōu yǐdz.

Nǐ jǐdau wōmen nēityan kǎu shèhwèi ma?

Wōmen Jyōuywe shrèrhau kǎu.

Nǐ yùbeile méiyùbei?

Wōmen syān dāu shryànshr chū jǎu shūjyàdz chū.

UNIT IV

FOR TEACHER

Chinese-Mandarin Teaching
Material Development Project
San Francisco State College

UNIT IV

GOING TO THE DINING ROOM

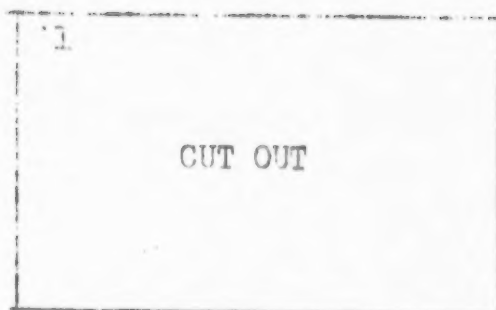
Student A and B go to the dining room together. Student A plans to have a steak while B, being too heavy already, goes on a slim diet.

In the second section, Student A shows his friend how he really can eat.

In the third section of the dialogue, they talk about Chinese food and restaurants. Student B advises A that nobody can eat steaks with chopsticks, but there are also knives and forks in Chinese restaurants.

CUE SHEET

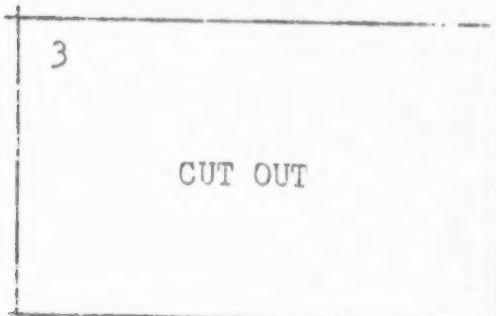
UNIT IV



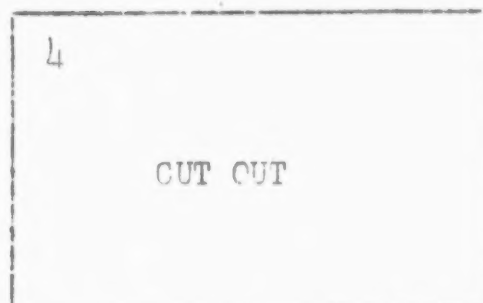
Wǒ èle. Nǐ kéyì gēn wǒ yíkwàr...?
Hǎu a. Nǐ jīntiān syǎng chī shemǎ?



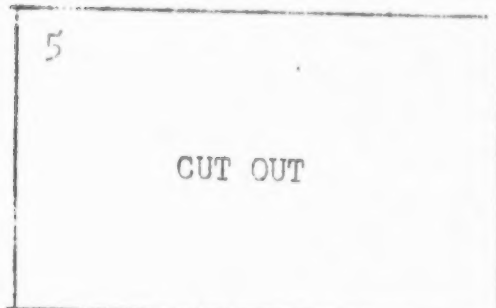
Wó syǎng chī nyóupái. Nǐ ne?
Wǒ jyòu syǎng chī yǐdyār chīngtsāi.



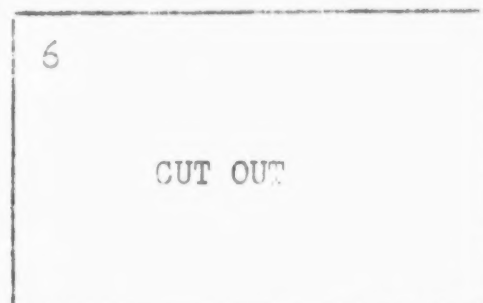
Nǐ yǐdyār ròu dōu bùchī ma?
Wǒ tài pàngle, kùnég....



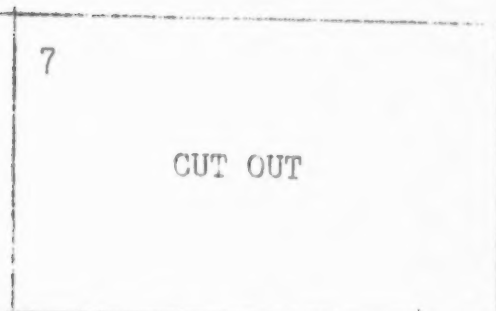
Jīntiānde tsài jēn bútsuò... Yǒu...
Wǒ jyòu chī vipār chīngtsāi, hē
yībēi nyōunāi.



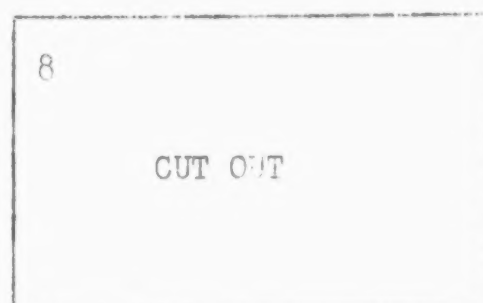
Wǒ yau yíkwài jǎjǐ, yǐpyār myànbāu,
yīwān tāng.
He, nǐ nème shòu, kěshr....



Nǐ cháng dāu Jūnggwo fàngwǎr chūi
chīfàn ma?
Wǒ cháng chyù. Wó hēn ài chī....



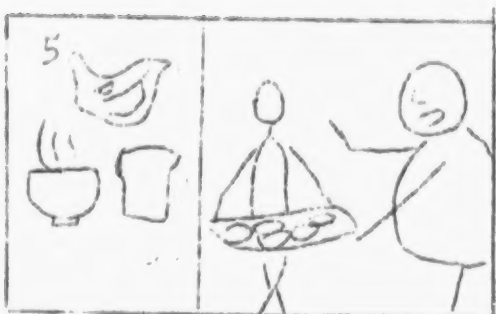
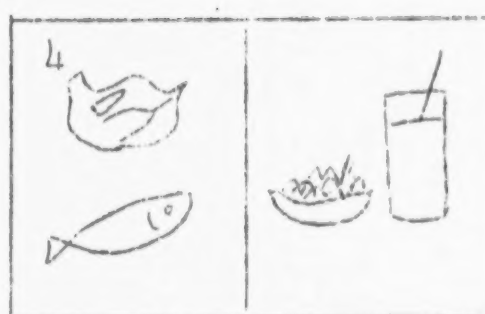
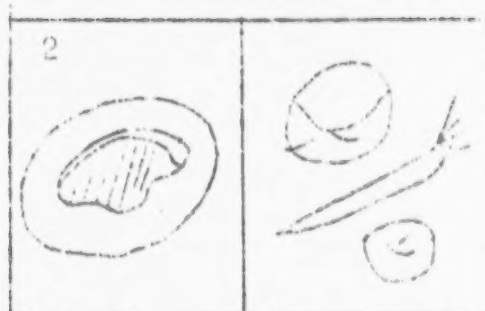
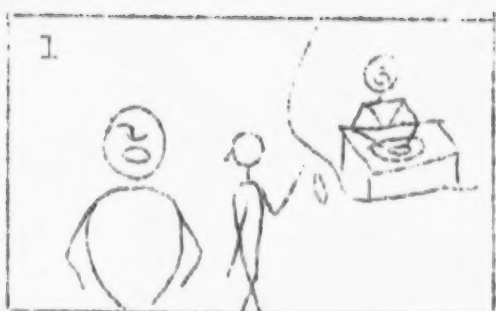
Nǐ huèi yùng kwàidz ma?
Huèi yǐdyār. Dwèile,....



Nǐ yě kéyì yùng kwàidz chī....?
Dzēmme néng yùng kwàidz chī ne. ...

CUE SHEET

UNIT IV



DIALOGUE

Sywésheng Yī: Wǒ èle. Nǐ kéyi gēn wǒ yíkwàr chyù
chǐfàn ma?

Sywésheng Èr: Hǎu a. Nǐ jīntyan syāng chǐ shémma?

Sywésheng Yī: Wǒ syāng chǐ nyóupái. Nǐ ne?

Sywésheng Èr: Wǒ jyòu syāng chǐ yìdyār chīngtsài.

Sywésheng Yī: Nǐ yìdyār ròu dōu bùshǐ ma?

Sywésheng Èr: Wǒ tài pàngle, bùnéng dzài chǐ ròu le.

Sywésheng Yī: Jīntyande tsài jēn bútswò a. Yǒu jī, yé
yǒu yú.

Sywésheng Èr: wǒ jyòu chǐ yìpár chīngtsài, hē yìbēi
nyóunǎi.

Sywésheng Yī: Wǒ yào yíkwài jájī, yípyār myànbāu,
yìwǎn tāng.

Sywésheng Èr: He, nǐ nèmme shòu, kěshǐ jēn néng chǐ a!

Sywésheng Yī: Nǐ cháng dàu Jūnggwo fàngvǎr chyù
chǐfàn ma?

Sywésheng Èr: Wǒ cháng chyù. Wǒ hěn ài chǐ Jūnggwo
fàn.

Sywésheng Yī: Nǐ hwèi yùng kwàidz ma?

Sywésheng Èr: Hwèi yìdyār. Dwèile, Jūnggwo fāngwǎn
yé yǒu nyóupái.

Sywésheng Yī: Ní yě kéyi yùng kwàidz chī nyóupái ma?

Sywésheng Èr: Dzēmme néng yùng kwàidz chī ne! Tāmen
nèr yé yǒu dāuchā.

Student A: I'm hungry. . Will you go to eat with me?

Student B: Fine. , What would you like to eat today?

Student A: I'd like to eat a steak. How about you?

Student B: I only care for a little vegetable.

Student A: You wouldn't want any meat at all?

Student B: I'm too fat, can't have meat any more.

Student A: The food is really good today. There is chicken as well as fish.

Student B: I'll only have an order of vegetable, and a glass of milk.

Student A: I want a piece of fried chicken, a slice of bread, and a bowl of soup.

Student B: Heh! You are so skinny, but, my, how you really can eat!

Student A: Do you often eat at Chinese restaurants?

Student B: Yes, I do. I like Chinese food very much.

Student A: Do you know how to use chopsticks?

Student B: A little. Yes, Chinese restaurants also serve steaks.

Student A: Can you also eat steaks with chopsticks?

Student B: How can anyone eat (them) with chopsticks!
 They also have knives and forks.

SUMMARY

1. The Sounds

a. Initial

ts tsài

b. Tones

(1) Successive Low Tones

Jūnggwo fàngwǎr yé yǒu nyóupái.

(2) Tones on Yī, Chī, Bā

Yípyàr, chípyàr, bápyàr

2. Vocabulary

a. Nouns

Wó syǎng chīr nyóupái.

Wǒ jyòu syǎng chīr yídyǎr chīngtsài.

Nǐ yídyǎr ròu dōu bùchīr ma?

Jīntyande tsài jēn bútsuò a.

Yǒu jī, yé yǒu yú.

Wǒ hē yībēi nyóunǎi.

Wǒ yào yíkwài jáji, yípyàr myànbāu, yìwèn tāng.

Nǐ cháng dāu Jūnggwo fàngwǎr chyù chīran ma?

Wó hēn ài chīr Jūnggwo fàn.

Nǐ hwèi yùng kwàidz ma?

Tāmen nēr yó yǒu dāuchā.

Wǒ dāu fàntīng chyù chīfàn.

Tā bùnéng dzài hē bīngshwēi le.

Jēr yóu chāumyàn, yé yóu chīufàn.

b. Verbs

Nǐ syǎng chǐ shénma?

Wǒ hē yǐbēi nyóunāi.

Wǒ yào yíkwài jǎjǐ.

Wǒ hwèi yùng kwàidz.

c. VO Compounds

Wǒmen yíkwàr chyù chǐfàn.

Nǐ kéyi gēn wǒ yíkwàr chyù nyànshū ma?

d. Auxiliary Verbs

Nǐ jǐntyan syǎng chǐ shénma?

Nǐ kéyi gēn wǒ yíkwàr chyù chǐfàn ma?

Dzēmme néng yùng kwàidz chǐ ne.

Nǐ hwèi yùng kwàidz ma?

Wó hēn ài chǐ Jūngwo fàn.

e. Co-Verb

Nǐ kéyi gēn wǒ yíkwàr chyù chǐfàn ma?

f. Adjectives

Wǒ èle

Wǒ tài pàngle.

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Jīntyande tsài jēn bútsuò a.

He, nǐ nèmme shòu, kěshr jēn néng chǐ a.

Nǐ bǎule ma?

Jīntyande tsài hén hǎuchǐ.

3. Adverbs

Jīntyande tsài jēn bútsuò.

Nǐ kéyi gēn wǒ yíkwà chyù chǐfàn ma?

Wǒ tài pàngle.

He, nǐ nèmme shòu, kěshr jēn néng chǐ a.

Dzēmme néng yùng kwàidz chǐ ne.

Wǒ jēmme pàng, kěshr bùnéng chǐ.

4. Measures

Wǒ jyòu chǐ yípar chīngtsài, hē yībēi nyóunǎi.

Wǒ yàu yíkwài jǎjǐ, yípyà myànbāu, yíwǎn tāng.

5. Idiomatic Expressions

Hǎu a.

He, nǐ nèmme shòu, kěshr ...

Dwèile, Jūnggwo fàngwǎr yé yǒu ...

3. Structural Patterns

Changed Status with -Le

(1) With Adjectives

Wǒ èle.

(2) With Auxiliary Verbs

Wǒ bùnéng dzài chī ròu le.

b. Sentence with Auxiliary Verbs

Wǒ hwèi yùng kwàidz.

c. Omission of Subject with Yǒu

(Jèr) yǒu jī, yé yǒu yú.

d. Multiple Objects

(1) S V O, ye V O, ...

Yǒu jī, yé yǒu yú.

(2) S V O, V O

Wǒ jyòu chī yípár chīngtsài, hē yībēi mycunài.

(3) S V O, O, O, ...

Wǒ yàu yíkwài jājī, yípyàr myànbāu, yíwān tāng.

e. N-ne Question Form

Wó syǎng chī nyóupái. Nǐ ne?

f. Nu-M N

Yípár chīngtsài

g. ProN(N) P^M

Tāmen nèr

h. S yi-M (N) dōu negV

Nǐ yídyār ròu dōu bùchī ma?

THE SOUNDS

1. Initials

The following are the new initials found in Unit IV:

ts tsai

2. Tones

a. Successive low tones

If more than three tones occur in sequence the most common pattern alternates low and rising tones, but this may be modified by a desire to stress some particular word or words.

Jūnggwo fāngwār yě yǒu nyóupái.

Jūnggwo fāngwār yé yǒu nyóupái.

b. Tones on yī, chī, bā

The numeral yī (one), when used as cardinal in counting, has the high level tone. When followed by a measure, however, it behaves exactly like the negative adverb bù. Hence, yípyār (-pyār being a falling tone), but yípár. This change is most evident when the number is stressed. The two numerals chī and bā keep the level tone, except when followed by a falling tone, when they (like yī) tend to rise: chībēi nyóunǎi, but chípyār myànāu.

UNIT I. - T 2

As in the case of bù and yí, this tone change is most noticeable when the numeral is stressed.

VOCABULARY

1. Nouns

nyóupái	beefsteak
yídyǎr	a little; a bit, some
chíngtsái	vegetable; green vegetable
ròu	meat
tsái	vegetables; a dish of food other than staple
jī	chicken
yú	fish
nyóunǎi	milk
jáji	fried chicken
myānbāu	bread
tāng	soup
fàngwǎr	restaurant
fàn	meal; cooked rice
kwàidz	chopsticks
dǎuchā	knife and fork

2. Verbs

chī	eat
hē	drink
yào	want; like
yòng	use

3. Verb-Object Compounds

A Chinese verb may be so commonly associated with a generalized object that they form a compound readily translatable into a single English intransitive verb. Such compounds are identified as verb-object compounds (cf. "Basic Facts about Mandarin," Handbook, p.), e.g., chǐfàn, literally meaning 'eat meals' or 'eat cooked rice,' is understood as 'eat.' Thus Nǐ chǐfànle ma? is a simple question in English, 'Did you eat?'

When a specific object is used, it must replace the generalized object in a verb-object compound, e.g., Wǒ chī nyóupái (I eat beefsteak), never Wǒ cǎifàn nyóupái.

The object in a verb-object compound, in most cases, can be modified by adjectives and measures, e.g., Wǒ chī Jūnggwó fàn (I eat Chinese food).

4. Auxiliary Verbs

An auxiliary verb supplements the main verb and appears immediately in front of it (cf. "Basic Facts about Mandarin," Handbook, p.). As it is done in English, the main verb, when clearly understood, is often omitted leaving the auxiliary to function alone.

Nǐ huì yòng kāidz ma?

Wǒ huì yòng kwáidz.

Wǒ huì. (Or, Huì.)

Three auxiliary verbs with overlapping meanings are introduced

in this unit. Néng, hwèi, kéyi may all be translated with the English auxiliary verb "can," yet under scrutiny they seem to stress physical ability or possibility, the "know how," and permissibility, respectively.

kéyi	may, can; be permitted to
syǎng	want to; plan to
néng	can, be able to
hwèi	can; know how to
ài	like or love to

5. Co-Verb

gēn	be with; and; follow
-----	----------------------

6. Adjectives

è	hungry
pāng	fat
bútsuò	nice; not bad
shòu	skinny

7. Adverbs

jēn	truly; really
yíkwàr	together
tài	too, excessively

němm(me)	in that way; to that degree
dzěm(me)	how, in what way?; why?, how is it that?
kěshr	but, however (MA)

Note: When negation is expressed in a sentence with an adverb and a verb, the position of the negative adverb bù depends upon the exact sense of the sentence. Thus, bùhén hǎu (not very good) is not the same as hěn bùhǎu (very bad). In the case of jěn, however, as it is never preceded by bù.

8. Measures

-pár	plate
-bēi	cup; glass
-kwài	piece (lit. lump)
-pyār	slice
-wǎn	bowl

9. Idiomatic Expression

hǎu a	fine (all right)
he	heh
dwèile	that's right (Yes, it is.)

10. Words with the final sound r

A large number of Chinese nouns, particularly in the Peking accent, are pronounced with the final consonant r (cf. "Basic Facts about Mandarin," Handbook, p.) this consonant is derived from the word ér (child, small, junior, etc.), but does not always clearly give its original meaning to the noun of which it has become a part, e.g., fàngwǎr, chàngpyār.

SUPPLEMENTARY VOCABULARY

1. Nouns

fàntīng	dining room, cafeteria
bīngshuǐ	ice water
chǎumǎn	fried noodle
chǎofàn	fried rice

2. VO Compound

nyànshū	study
---------	-------

3. Adjectives

bǎu	full (exclusively for eating)
hàuchī	delicious; tasty (good taste)

4. Adverb

jèm(me)	in this way, to this degree; so; same
	as <u>dzèm(me)</u>

STRUCTURAL PATTERNS1. Suffix -le to indicate changed situation or status

In Unit III we have learned that the suffix -le indicates completion of action regardless of tense. In the case of an adjective, it describes a situation, and when the situation is changed, the suffix -le is also used. The same thing can be applied to thought, wish, feeling, etc. A changed intention is also a changed situation or status.

a. With adjectives

Adj le

Wǒ èle.Wǒ tài pàngle.

b. With auxiliary verb

AV V (O) le

Bùnéng dzài chī ròu le.

2. Sentence with auxiliary verbs

S AV V (O)

Nǐ jīntiān syǎng chī shénma?

Wǒ bùnéng dzài chī ròu le.

Reminder: Negative adverb bù normally goes in front of the auxiliary verb when the whole idea is negatived, e.g., Wǒ bùnéng dzài chī ròu le. (I can't eat meat any more.) But Nǐ néng búchūyì ma? (Can you refuse to go?) is a different case.

3. Omission of subject with yǒu

Yǒu N

The sense of the word yǒu is "there be" in the following: Yǒu jī, yě yǒu yú (There are chicken and fish).

4. Multiple objects

A verb may have several objects. In this case the verb is usually repeated with each object together with the connective yě:

Yǒu jī, yě yǒu yú.

S V O, ye V O, ...

The connective yě may be omitted:

Wǒ jyòu chī yípār chīngtsài, hē
yībēi nyóunǎi.

S V O, VO

Or both the connective and the repeated verb may be omitted:

Wǒ yào yíkwài jǎjī, yípyār myànbāu,
yíwǎn tāng.

S V O, O, O, ...

Note: If the connective yě is used, it must be followed by a verb.

5. N-ne question form

N ne?

This is a simplified question form widely used in Chinese daily conversation. It has to follow the context of conversation. The function of this simplified question form is to avoid

unnecessary repetition of the preceding
predicate which is understood.

Wó syǎng chr nyóupái. Nǐ ne? (Ní syǎng chr
nyóupái ma?)

Chén Jyàn-jyùn ne? (Chén Jyā-jyùn syǎng chr
nyóupái ma?)

6. Numbered nouns

Nu-M N

When a Chinese noun is numbered, it is
necessary that an appropriate measure would
be inserted between the number and the
noun.

yípár chīngtsài

yībēi nyóunǎi

yíkwài jǎjī

yípyār myànbāu

yīwǎn tāng

7. Personal pronoun or name plus nèr and jèr to indicate place:

ProN (N) PW

tāmen nèr

that place of theirs;

their place

wǒ jèr

this place of mine;

my place

Jāng Měi-fāng nēr	that place of Jāng Měi-fāng
	Jāng Měi-fāng's place
Tāmen nēr yě yǒu	They also have knives and forks
dāuchā.	at their place there.

This is a very popular form of speech in Mandarin. The student should learn it well. Very frequently, tāmen nēr yǒu is used for the simple tāmen yǒu. Later when the student learns to say such things as "He took it from me," "I borrowed it from him," and "You go to him," this is the only correct form to use.

8. Intensifying exclusiveness

S yi-M (N) dōu negV

To express an emphasis, as in the English phrase, "not even a little," yī and a measure, or some expression which signified a very small number or amount, for instance, yīdǎr is used before dōu and the negative form of the verb:

Nǐ yīdǎr ròu dōu bùchī ma?

Nǐ yīwǎn tāng dōu bùhē.

NOTES

1. Cultural Notes

- a. The subject of food is important in any culture; it is perhaps even more so among the Chinese. There will be more opportunities to discuss this topic in later units. In this unit, the setting is a school cafeteria where American food is served.
- b. Only those Chinese high schools with dormitories have dining arrangements. The mess hall does not resemble an American cafeteria where patrons pick what they like from among a number of choices. The school mess hall in China is either a regular dining room with food served on separate tables seating usually eight diners each, or a buffet system where the student carries his utensils and get his meal from a serving counter. In the first case, several students sit around a table and eat their meal in the traditional Chinese fashion. In the buffet system, each student has his own individual food plate, and there are no common dishes in the middle of the table.
- c. Traditionally the Chinese eats his meal with a pair of chopsticks in his right hand and a bowl of rice in his left hand. He holds the rice bowl close to his mouth and pushes the rice into his mouth with the chopsticks. The chopsticks are also used to pick up food served in common dishes in the center of the table which is either round or square. If the diner happens to be a southpaw, that's too bad because

his chopsticks could easily get tangled with his neighbor's at a crowded table. Chinese chopsticks usually have one end rounded and slightly smaller than the other, but the very tapered kind found in America is Japanese. Knives and forks are well known to every Chinese student; however, he gets to use them only when he goes to a western style restaurant.

- d. As you know, the Chinese do not customarily serve American style beefsteaks. Most of the Chinese dishes are prepared with the ingredients already chopped into bite-size or even smaller pieces, but there are large pieces of pork or whole chickens gracing the Chinese table. When large pieces are served, they are invariably so well cooked that one can easily pick them apart with chopsticks.
- e. Some say that it is unsanitary to have a number of diners picking food with chopsticks from common dishes. The Chinese have recently recognized this also, and they have started serving meals in the buffet style described above or distributing food to individual dinner plates on the table, very much the same manner as the Americans do. Or each Chinese diner may have two pairs of chopsticks. The longer pair is meant for reaching food in the common plates in the middle of the table; the shorter pair is for sending food to the mouth. Of course, a Chinese unaccustomed to this system often gets the two pairs of chopsticks mixed up after the third or fourth mouthfuls.

- f. Bowls are, as a rule, more popular than plates in China. There are different kinds of bowls: for soup, for rice, and for different kinds of food. The measure for a certain kind of food depends upon its customary container, which may not coincide with the habitual usage in English.

2. Pedagogical Notes

- a. Use chalk or felt board to illustrate the situation and the characters involved, showing one character much thinner than the other.
- b. Gather enough illustrations from posters and magazine illustrations to show the various items of food the names of which are studied in this unit.
- c. Arrange to have the classroom some chopsticks, knives and forks, dishes and bowls.
- d. Concentrate on the various drills during the first several hours. Do more role-playing in the seventh, eighth, and ninth hours.
- e. Provide a few minutes during the last hour or two to discuss the origin, form, and artistic significance of the Chinese characters. Use sample calligraphy, arrange for Chinese brushes, ink, and inkstones to enhance interest and give the students an opportunity for another cultural insight. Some of these activities should be repeated in later units when characters are practiced.

UNIT IV - T 16

- f. If possible, arrange a dinner party with the bill of fare consisting of items studied in this unit.

FLUENCY DRILL

È.

Chīngtsài.

Èle.

Yìpár chīngtsài.

Yǐjing èle.

Chī yìpár chīngtsài.

Wó yǐjing èle.

Jyòu chī yìpár chīngtsài.

Wó yǐjing tài èle.

Wó jyòu chī yìpár chīngtsài.

Néng.

Nèr.

Néng chī.

Tāmen nèr.

Néng chī ròu.

Tāmen nèr yǒu.

Bùnég chī ròu.

Tāmen nèr yé yǒu.

Bùnég chī ròu le.

Tāmen nèr yé yǒu dāuchā.

Bùnég dzài chī ròu le.

Yùng.

Chī.

Yùng kwàidz.

Chī shémma?

Yùng kwàidz chī.

Syāng chī shémma?

Néng yùng kwàidz chī.

Ní syāng chī shémma?

Dzēmme néng yùng kwàidz chī.

Nǐ jīntyan syāng chī shémma?

Dzēmme néng yùng kwàidz chī ne.

Gēn.

Yìdyār.

Gēn wǒ chyù.

Yìdyār ròu.

Gēn wǒ yíkwàr chyù.

Yìdyār ròu bùchī.

Gēn wǒ yíkwàr chyù chīfàn.

Yìdyār ròu dōu bùchī.

Nǐ gēn wǒ yíkwàr chyù chīfàn.

Tā yìdyār ròu dōu bùchī.

Nǐ gēn wǒ yíkwàr chyù chīfàn ma?

Tā yìdyār ròu dōu bùchī ma?

Nǐ kéyi gēn wǒ yíkwàr chyù chīfàn ma?

Fàngwǎr.

Jūnggwo fàngwǎr.

Dàu Jūnggwo fàngwǎr.

Dàu Jūnggwo fàngwǎr chyù.

Dàu Jūnggwo fàngwǎr chyù chṛfàn.

Cháng dàu Jūnggwo fàngwǎr chyù chṛfàn.

Nǐ cháng dàu Jūnggwo fàngwǎr chyù chṛfàn.

Nǐ cháng dàu Jūnggwo fàngwǎr chyù chṛfàn ma?

Hwèi.

Hwèi yùng.

Hwèi yùng kwàidz.

Hwèi yùng kwàidz chṛ.

Hwèi yùng kwàidz chṛfàn.

Nǐ hwèi yùng kwàidz chṛfàn.

Nǐ hwèi yùng kwàidz chṛ Jūnggwo fàn.

Nǐ hwèi yùng kwàidz chṛ Jūnggwo fàn ma?

REPETITION DRILL

Lǎushī

Sywésheng

Le (Changed status)

Wó yǐjing èle.

(Student repeats after the model)

Wó yǐjing bǎule.

Nǐ tài pàngle.

Tā tài shòule.

Wǒ bùnéng chī ròu le.

Tā huì yòng kwàidz le.

Nǐ kěyi chīfàn le.

Auxiliary Verbs

Nǐ syǎng chī shénma?

Wǒ ài chī Jūnggwo fàn.

Tā huì yòng kwàidz.

Wǒ kěyi gēn nǐ yíkwàr chyù.

Tā jēn néng chī a.

S V O, yě V O,...

You jī, yé yǒu yú.

Wó yǒu Yīngwén, yé yǒu Jūngwén.

Wǒ yào yíkwài nyóupái, yě yào yíwǎn tāng.

Tā kàn dyànshì, yě tīng chànghpyār.

Nín hē nyóunǎi, yě hē bīngshwēi.

Tā chī chāumyàn, yě chī chāufàn.

S V O, V O, ...

Wǒ chǐ yìpár chīngtsài, hē yìbēi nyóunǎi.
 Tā yào yìwǎn tāng, yào yípyàr myànbāu.
 Wǒmen yǒu dèrán, yǒu shèhwèi, yǒu shùsywé.
 Nǐ hē yìbēi nyóunǎi, hē yìwǎn tāng.
 Tā chǐ nyópái, chǐ jǎjǐ, chǐ chǎumyàn.
 Túshūgwǎn yǒu chū, yǒu bàu, yǒu dzájǐ.

S V O, O, O, ...

Wǒ chǐ yípyàn myànbāu, yíkwài nyópái.
 Nǐ hē yìwǎn tāng, yìbēi bīngshwèi.
 Tā yào yìpár chīngtsài yíkwài yú.
 Wǒmen kàn shū, bàu, dzájǐ.
 Tā jǎu Fàwen dèdyǎn, Syībānyáwen dèdyǎn.
 Wǒ ài chǐ Fàgwo fàn, Jūnggwo fàn.

ProN PW

Tāmen nèr yé yǒu dǎuchā.
 Wǒmen jèr yǒu shū, yé yǒu dzájǐ.
 Nǐmen nèr yǒu méiyǒu túshūgwǎn?
 Wǒ jèr méiyǒu jwōdz, yé méiyǒu yǐdz.
 Tā nèr yǒu Jūngwen dèdyǎn, yé yǒu Yīngwen dèdyǎn.
 Nín nèr yǒu méiyǒu Jūnggwo shū, Měigwo shū?

S yi-M (N) dou negV

Nǐ yìdyǎr ròu dōu bùchī ma?

Wǒ yíkwài nyóupái dōu bùchī.

Tā yìbēi bīngshwēi dōu bùhē.

Wǒ yípyār myànbāu dōu méiyóu.

Tā yìwǎn tāng dōu bùhē.

Wǒmen jèr yíge fàngwǎr dōu méiyóu.

SUBSTITUTION DRILL

Lǎushǐ

Wǒ èle.

bāu

pàng

shòu

Nǐ kéyi gēn wǒ yíkwàr chyu chǐfàn ma?

nyànshū

kàn bàu

jáu yǐdz

hē nyóunǎi

Ní syǎng chǐ shémma?

ài

néng

kéyi

hwèi

Nǐ hwèi yùng kwàidz ma?

dzdyǎn

dāuchā

Sywésheng

Wǒ èle.

Wó bǎule.

Wǒ pàngle.

Wǒ shòule.

Nǐ kéyi gēn wǒ yíkwàr chyu chǐfàn ma?

Nǐ kéyi gēn wǒ yíkwàr chyu nyànshū ma?

Nǐ kéyi gēn wǒ yíkwàr chyu kàn bau ma?

Nǐ kéyi gēn wǒ yíkwàr chyu jáu yǐdz ma?

Nǐ kéyi gēn wǒ yíkwàr chyu hē nyóunǎi ma?

Ní syǎng chǐ shémma?

Nǐ ài chǐ shémma?

Nǐ néng chǐ shémma?

Nǐ kéyi chǐ shémma?

Nǐ hwèi chǐ shémma?

Nǐ hwèi yùng kwàidz ma?

Nǐ hwèi yùng dzdyǎn ma?

Nǐ hwèi yùng dāuchā ma?

Wó syāng chř nyóupái.

chīngtsài

jī

yú

Jūnggwo tsài

Wó syāng chř nyóupái.

Wó syāng chř chīngtsài.

Wó syāng chř jī.

Wó syāng chř yú.

Wó syāng chř Jūnggwo tsài.

Nǐ bǔneng dzài chř ròu le.

hē nyóunǎi

kàn dyànshǐ

tīng chāngpyār

yào nyóupái

Nǐ bǔnéng dzài chř ròu le.

Nǐ bǔnéng dzài hē nyóunǎi le.

Nǐ bǔnéng dzài kàn dyànshǐ le.

Nǐ bǔnéng dzài tīng chāngpyār le.

Nǐ bǔnéng dzài yào nyóupái le.

Jīntyande tsài jēn bútsuò a.

hǎuchř

hǎu

Jīntyande tsài jēn bútsuò a.

Jīntyande tsài jēn hǎuchř a.

Jīntyande tsài jēn hǎu a.

Tā yǐdyār ròu dōu bùchř.

jī

yú

chīngtsài

Tā yǐdyār ròu dōu bùchř.

Tā yǐdyār jī dōu bùchř.

Tā yǐdyār yú dōu bùchř.

Tā yǐdyār chīngtsài dōu bùchř.

Tā hē yībēi nyóunǎi.

chīwǎn tāng

bābēi bīngshwēi

Tā hē yībēi nyóunǎi.

Tā hē chīwǎn tāng.

Tā hē bābēi bīngshwēi.

Tāmen nèr yé yǒu dāuchā.

Wǒ jèr

Nǐ nèr

Wǒmen jèr

Tā nèr

Nǐmen nèr

Tāmen nèr yé yǒu dāuchā.

Wǒ jèr yé yǒu dāuchā.

Nǐ nèr yé yǒu dāuchā.

Wǒmen jèr yé yǒu dāuchā.

Tā nèr yé yǒu dāuchā.

Nǐmen nèr yé yǒu dāuchā.

Wǒ chǐr yípár chīngtsài.

chípyàr myànbāu

bákwài jājī

yíkwài nyóupái

Wǒ chǐr yípár chīngtsài.

Wǒ chǐr chípyàr myànbāu.

Wǒ chǐr bákwài jājī.

Wǒ chǐr yíkwài nyóupái.

REPLACEMENT DRILLLǎushī

Nǐ èle ma?

bǎu

Tā

pàng

Jāng Měi-fāng

Nǐ kéyi gēn wǒ yíkwàr chyu chřfàn ma?

nyànshū

Tā

kàn bàu

Nín

Tāmen syāng chř shémma?

ài

Nǐmen

néng

Chén Jyā-jyùn

Sywésheng

Nǐ èle ma?

Nǐ bǎule ma?

Tā bǎule ma?

Tā pàngle ma?

Jāng Měi-fāng pàngle ma?

Nǐ kéyi gēn wǒ yíkwàr chyu chřfàn
ma?Nǐ kéyi gēn wǒ yíkwàr chyu nyànshū
ma?Tā kéyi gēn wǒ yíkwàr chyu nyànshū
ma?Tā kéyi gēn wǒ yíkwàr chyu kàn bàu
ma?Nín kéyi gēn wǒ yíkwàr chyu kàn
bàu ma?

Tāmen syāng chř shémma?

Tāmen ài chř shémma?

Nǐmen ài chř shémma?

Nǐmen néng chř shémma?

Chén Jyā-jyùn néng chř shémma?

Wó syǎng chǐr yíkwài nǐyǒupái.

yípyàr myànbāu

Lǐ Syānsheng

yìpár chīngtsài

Wáng Lǎushǐr

Wó syǎng chǐr yíkwài nǐyǒupái.

Wó syǎng chǐr yípyàr myànbāu.

Lǐ Syānsheng syǎng chǐr yípyàr myànbāu.

Lǐ Syānsheng syǎng chǐr yìpár chīngtsài.

Wáng Lǎushǐr syǎng chǐr yìpár chīngtsài.

Nǐ bùnéng dzài chǐr chǎumyàn le.

chǐr chǎufàn

Wǒ

hē bīngshwěi

Tā

Nǐ bùnéng dzài chǐr chǎumyàn le.

Nǐ bùnéng dzài chǐr chǎufàn le.

Wǒ bùnéng dzài chǐr chǎufàn le.

Wǒ bùnéng dzài hē bīngshwěi le.

Tā bùnéng dzài hē bīngshwěi le.

Jīntyande tsài jēn bútswò.

hǎuchǐr

Dzwótyande

hǎu

Chyántyande

Jīntyande tsài jēn bútswò a.

Jīntyande tsài jēn hǎuchǐr a.

Dzwótyande tsài jēn hǎuchǐr a.

Dzwótyande tsài jēn hǎu a.

Chyántyande tsài jēn hǎu a.

Nǐ hwèi yùng kwàidz ma?

dzdyǎn

Tā

dāuchā

Chén Jyā-jyùn

Nǐ hwèi yùng kwàidz ma?

Nǐ hwèi yùng dzdyǎn ma?

Tā hwèi yùng dzdyǎn ma?

Tā hwèi yùng dāuchā ma?

Chén Jyā-jyùn hwèi yùng dāuchā ma?

Wǒ yìdyǎr ròu dōu bùchǐr.

chīngtsài

Jāng Syānsheng

yú

Wáng Lǎushǐ

Tāmen nèr yé yǒu dāuchā.

kwàidz

Wōmen jèr

fàntīng

Lǐ Syānsheng nèr

Wǒ yìdyǎr ròu dōu bùchǐr.

Wǒ yìdyǎr chīngtsài dōu bùchǐr.

Jāng Syānsheng yìdyǎr chīngtsài dōu
bùchǐr.

Jāng Syānsheng yìdyǎr yú dōu bùchǐr.

Wáng Lǎushǐ yìdyǎr yú dōu bùchǐr.

Tāmen nèr yé yǒu dāuchā.

Tāmen nèr yé yǒu kwàidz.

Wōmen jèr yé yǒu kwàidz.

Wōmen jèr yé yǒu fàntīng.

Lǐ Syānsheng nèr yé yǒu fàntīng.

RESPONSE DRILLLāushr

Nǐ èle ma?

(èle)

(yǐjing èle)

(búe)

(hái búe)

(yìdyǎr dōu búe)

Sywésheng

Wǒ èle.

Wǒ yǐjing èle.

Wǒ búe.

Wǒ hái búe.

Wǒ yìdyǎr dōu búe.

Nǐ kéyi gēn wǒ yíkwàr chyù chṛfàn ma?

(kéyi)

(bùnég)

Wǒ kéyi gēn nǐ yíkwàr chyù chṛfàn.

Wǒ bùnéng gēn nǐ yíkwàr chyù
chṛfàn.

Nǐ syǎng chṛ shémma?

(nyóupái)

(jájī)

(chǎumyàn)

(chǎufàn)

Wǒ syǎng chṛ nyóupái.

Wǒ syǎng chṛ jǎjī.

Wǒ syǎng chṛ chǎumyàn.

Wǒ syǎng chṛ chǎufàn.

Nǐ néng bunég dzài chṛ ròu?

(kéyi)

(bùnég)

Wǒ kéyi dzài chṛ ròu.

Wǒ bùnéng dzài chṛ le.

Jīntyande tsài hǎu buhǎu?

(hén hǎu)

(jēn bútsuò)

(hén hǎuchǎ)

Jīntyande tsài hén hǎu.

Jīntyande tsài jēn bútsuò.

Jīntyande tsài hén hǎuchǎ.

Nǐ ài chǎ Jūnggwo fàn ma?

(ài)

(hén ài)

(búài)

Wǒ ài chǎ Jūnggwo fàn.

Wó hén ài chǎ Jūnggwo fàn.

Wǒ búài chǎ Jūnggwo fàn.

Nǐ chángchāng dǎu Jūnggwo fàngwǎr chyù ma?

(chángchāng)

(bùcháng)

Wǒ chángchāng dǎu Jūnggwo fàngwǎr
chyù.

Wǒ bùcháng dǎu Jūnggwo fàngwǎr chyù.

Nǐ hwèi yùng kwàidz ma?

(hwèi)

(búhwèi)

Wǒ hwèi yùng kwàidz.

Wǒ búhwèi yùng kwàidz.

Nǐ yǐdyǎr chīngtsài dōu bùchǎ ma?

(bùchǎ)

(hén ài chǎ)

Wǒ yǐdyǎr chīngtsài dōu bùchǎ.

Wó hén ài chǎ chīngtsài.

Nǐmen nér yǒu dǎuchā ma?

(yǒu)

(méiyǒu)

(yíge dōu méiyǒu)

Wǒmen jér yǒu dǎuchā.

Wǒmen jér méiyǒu dǎuchā.

Wǒmen jér yíge dǎuchā dōu méiyǒu.

DIRECTED CONVERSATION

Lǎushǐ

Sywésheng

Nǐ wèn tā, tā èle ma.

Nǐ èle ma?

Wǒ èle.

Wó yǐjīng èle.

Wǒ búè.

Wǒ hái búè.

Nǐ wèn tā, tā kéyi gēn nǐ yíkwàr
chyù chǎrfàn ma.

Nǐ kéyi gēn wǒ yíkwàr chyù chǎrfàn ma?

Wǒ kéyi gēn nǐ yíkwàr chyu chǎrfàn.

Wǒ bùnéng gēn nǐ yíkwàr chyu chǎrfàn.

Nǐ wèn tā, tā syǎng chǐ shémma.

Nǐ syǎng chǐ shémma?

Wó syǎng chǐ cháufàn.

Wó syǎng chǐ nyóupái.

Wó syǎng chǐ chāumyàn.

Wó syǎng chǐ jājī.

Nǐ wèn tā, tā néng bunéng dzài
chǐ ròu.

Nǐ néng bunéng dzài chǐ ròu?

Wǒ bunéng dzài chǐ ròu le.

Wǒ kéyi dzài chǐ ròu.

Nǐ wèn tā, jīntyande tsài hǎu buhǎu. Jīntyande tsài hǎu buhǎu?
 Jīntyande tsài jēn bútswò.
 Jīntyande tsài jēn bútswò.
 Jīntyande tsài hén hǎu.
 Jīntyande tsài hén hǎuchǐ.

Nǐ wèn tā, ài búai chǐ Jūnggwo fàn. Nǐ ài chǐ Jūnggwo fàn ma?
 Wǒ ài chǐ Jūnggwo fàn.
 Wǒ búai chǐ Jūnggwo fàn.
 Wǒ hén ài chǐ Jūnggwo fàn.

Nǐ wèn tā, tā cháng bucháng dǎu Jūnggwo fàngwǎr chǐfàn. Nǐ chángchāng dǎu Jūnggwo fàngwǎr chǐfàn ma?
 Wǒ chángchāng dǎu Jūnggwo fàngwǎr chǐfàn.
 Wǒ bucháng dǎu Jūnggwo fàngwǎr chǐfàn.

Nǐ wèn tā, tā huèi buhuèi yòng kwàidz. Nǐ huèi yòng kwàidz ma?
 Wǒ huèi yòng kwàidz.
 Wǒ búhuèi yòng kwàidz.

Nǐ wèn tā, tā yìdyǎr chīngtsài dōu bùchǐ ma. Nǐ yìdyǎr chīngtsài dōu bùchǐ ma?
 Wǒ yìdyǎr chīngtsài dōu bùchǐ.
 Wǒ hén ài chǐ chīngtsài.

Nǐ wènt tā, tā nèr yǒu méiyǒu dāuchā. Nǐ nèr yǒu méiyǒu dāuchā?

Wǒ jèr yǒu dāuchā.

Wǒ jèr méiyǒu dāuchā.

Wǒ jèr yíge dāuchā dōu méiyǒu.

DIALOGUE EXPANSION

Nǐ jīntiān syǎng chī shénma?

Wǒ jīntiān syǎng chī yìpár chǎumyàn. Nǐ ne?

Wǒ syǎng chī yìpár chǎufàn, yìwǎn tāng.

Nǐ ài chī Jūnggwo tsài ma?

Wǒ hěn ài chī. Wǒ cháng dài Jūnggwo fàngwǎr chū.

Nǐ syǐhwan Jūnggwo fàngwǎrde nyóupái ma?

Hěn syǐhwan. Nǐ yě cháng chī ma?

Wǒ jèmme pàng, bùnéng chángchāng chī nyóupái.

Nǐ bǎule méibau?

Hái méibǎu. Kěshr wǒ bùnéng dzài chīle.

Wǒ syǎng dzài chī yíkwài jājī.

He, nǐ nèmme shòu, kěshr jēn néng chī a.

Nǐ huèi buhuèi yòng kwàidz.

Wǒ huèi yìdyār, kěshr wǒ bùcháng yòng kwàidz chīfàn.

Nimen nèr yǒu kwàidz ma?

Wǒmen méiyǒu kwàidz, kěshr yǒu dāuchā.

NARRATION

Wōmende túshūgwān yǒu shū, yǒu bàu, yǒu dzájǐr. Wǒ jīntyan
dzāushang gēn chén Jyā-jyùn yíkwār dàu nēr chyù. Wǒ syān dzwò shùsywé
syítí. Tā syān jāu Jūngwen dǎdyān. Kěshr nèige jwōdz shang, jèige
shūjyàdz shang dōu méiyōu Jūngwen dǎdyān. Wó yě méiyōu Jūngwen dǎdyān.

Wōmen wǎnshang yíkwār dàu fàntīng chyù chǐfàn. Nèrde tsài hén
hāuchǐ. Yòu jī, yǒu ròu, yǒu yú, yǒu chīngtsài. Wǒ chǐ yíkwài nyóupái.
Tā jyòu chǐ yípār chīngtsài.

Wó hěn ài chǐ Jūngwo fàn. Tā yé hěn ài chǐ. Wōmen chángchāng
yíkwār dàu Jūngwo fàngwār chyù chǐfàn. Wó syīhwan chāumyàn, tā syīhwan
chāufàn. Wǒ hwèi yùng kwàidz, kěshr tā búhwèi.

RHYMES

Jūnggwo fàn,

Jēn hǎuchr̄

Chr̄ chǎumyàn,

Yùng kwàidz.

Měigwo fàn,

Yě bútswò.

Chr̄ nyóupái,

Yùng dāuchā.

Jīntyande tsài,

Jēn bútswò.

Yòu jī, yǒu yú,

Yǒu chīn, tsài.

Tā nèmme pàng,

Bùchr̄ ròu.

Wǒ jèmme shòu,

Hěn néng chr̄.

PROGRESS EVALUATION

1. Pronunciation (On tape - utterances are spaced to permit the student to imitate.)

Nǐ kéyi gēn wǒ yíkwàr chyu chǐfàn ma?

Jīntyande tsài jēn bútsuò.

Wǒ yào yípyàr myànbāu, yípár chīngtsài.

Tā tài pàngle, bùnéng dzài chǐ nyóupái le.

2. Listening and Speaking (Student listens to the tape and responds according to the proper sentence he has learned. Several correct responses to each utterance may be possible, but the most direct one taught and practiced in this unit is suggested in parentheses.)

Nǐ èle ma?

(Wó yǐjīng èle.)

Nǐ huèi yòng kwàidz ma?

(Wǒ huèi yòng kwàidz.)

Nǐ hē buhē nyóunǎi?

(Wǒ bùnéng dzài hē nyóunǎi le.)

Nǐ syāng chǐ shéma?

(Wó syāng chǐ)

Nǐ cháng dàu Jūnggwo fàngwǎr chyu chǐfàn ma?

(Wó chángchāng chyu.)

Nǐ yǐdyǎr ròu dōu bùchǐ ma?

(Wó hēn ài chǐ ròu.)

Nǐmen nèr yǒu mèiyōu dāuchā?

(Wǒmen jèr yǒu dāuchā.)

Nǐ ài chǐ Měigwo fàn ma?

(Wó hēn ài chǐ Měigwo fàn.)

3. Auditory Comprehension (Retell the following passages in English)

Wǒ gēn Chén Jyā-jyùn yíkwàr chyù chṛfàn. Jīntyan fàntīngde tsài
jēn bútsuò. Yōu nyóupái, yé yōu jǎjī. Wǒ chṛ yíkwài nyóupái,
hē yīwǎn tāng. Tā chṛ yipár chīngtsài, hē yībēi nyóunāi.
Wǒmen dōu hēn ài chṛ Jūnggwo fàn. Wǒ ài chṛ chāumyan. Tā ài
chṛ chāufàn. Wǒ hwèi yùng kwàidz. Tā jyòu hwèi yidyār. Wǒmen
chángchāng yíkwàr dàu Jūnggwo fàngwǎr chyù chṛ Jūnggwo fàn.

4. Reading (To be used after Romanization has been learned by the students)

Tāmen dàu fàntīng chyù chṛfànle.

Wǒ hwèi yùng kwàidz chṛ nyóupái.

Tā chṛ yipár chīngtsài, yipyār myànbāu.

Wǒ hē yīwǎn tāng, yē hē yībēi bīngshwēi.

Nì nēmme pàng, kēshr hái néng chṛ ròu ma?

Dwèile, wǒ jīntyan dzài fàngwǎr chṛle jǎjī le.

Ní dzēmme yùng dāuchā hē tāng ne.

Nǐ yàu chāumyàn, yàu chāufàn?

Dzwótyan wǎnshang wǒ gēn Jāng Měi-fāng dàu Fàgwo fàngwǎr chyù.

UNIT V

FOR TEACHER

Chinese-Mandarin Teaching
Material Development Project
San Francisco State College

UNIT V

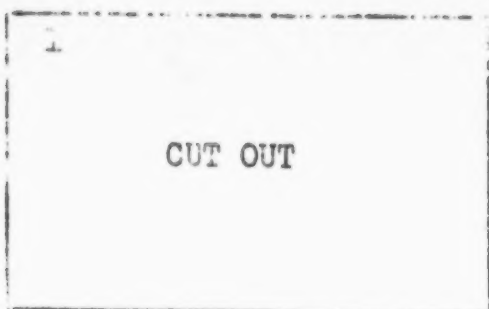
SHOPPING FOR STATIONERY

A patron goes to a stationery store to buy a pen. The sales clerk waits on him, quotes the prices, and sells him a few notebooks in addition.

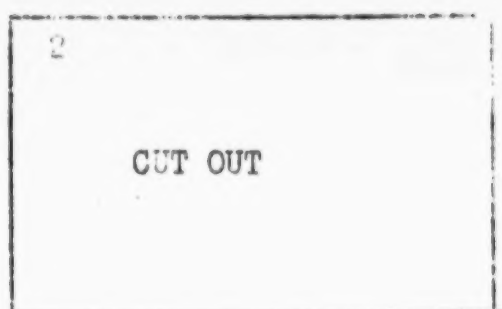
The sales clerk tries to persuade the patron to buy an abacus and other things, but he succeeds in adding only a few sheets of paper to the sales slip. He adds up the items of purchase without the aid of a cash register or a pencil. The patron pays the bill and the clerk makes the change.

QUE SHEET

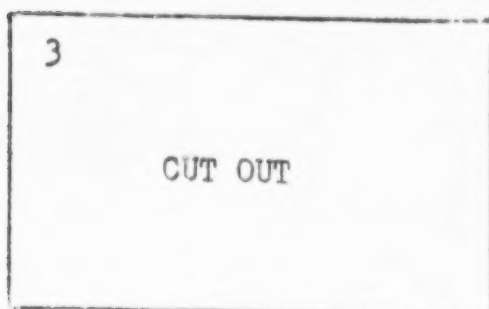
UNIT V



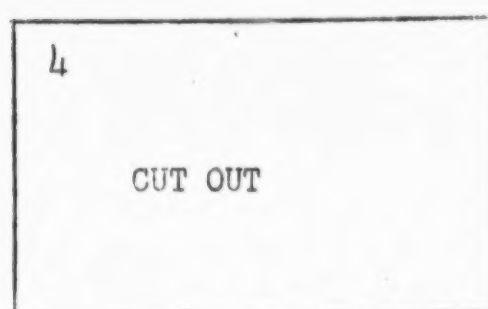
Nín yàu mǎi shémǎ?
Wǒ yàu mǎi yìjǐ gāngbǐ.
Wǒmen jèr yǒu jūngwode, yé yǒu ...



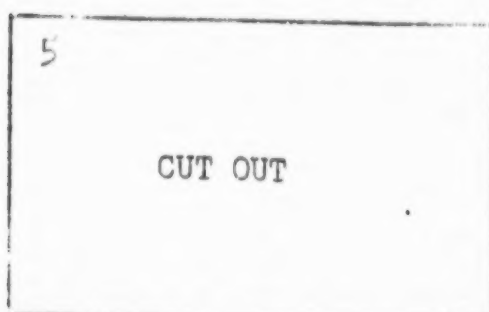
Jeiyangrde dwoshau chyan?
Wùkwai-chímau chyán yìjǐ.
Wǒ jyòu yàu jèijǐ.



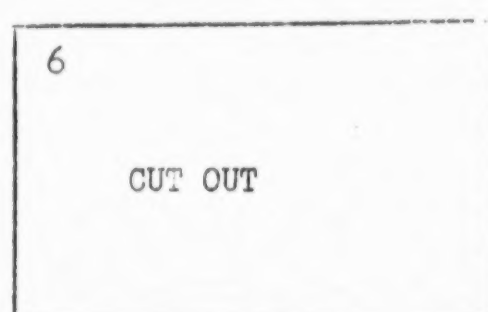
Wǒmen hái yǒu hěn dwō dūngsyi,
nín bùmǎi dyār byēde ma?
Neisyē bǐjībēr mǎi shémǎ jyàchyán?



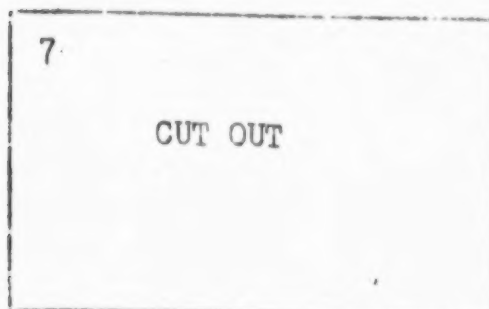
Dàde lyǎngmau-wǔ, syāude yímau-òrfen.
Chíng nǐ géi wǒ yìběn dàde, lyǎngbēn
syāude.



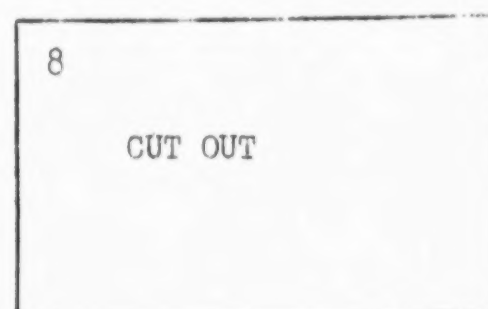
Nín kànkān jèige swànpan, sānkwaibàn,
pyányi bupyányi?
Jēn pyányi, kěshr wó yǐjing yǒule.



Wǒmen yǒu hén hǎude jǐ, jyàchyán
yē búgwèi.
Hǎu, géi wǒ shǐjāng hòude, lèuqīng
báude.



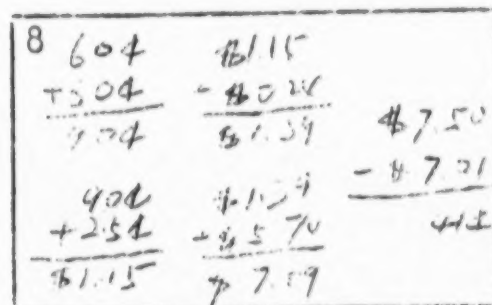
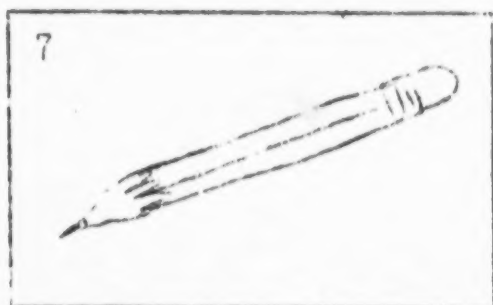
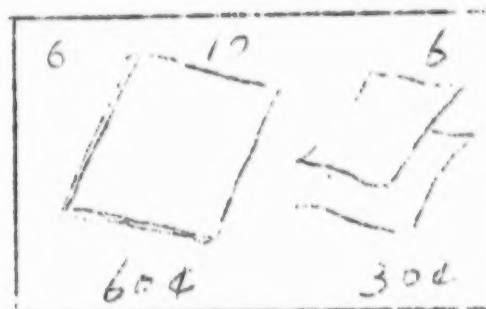
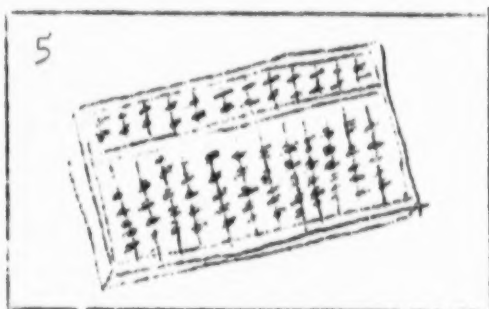
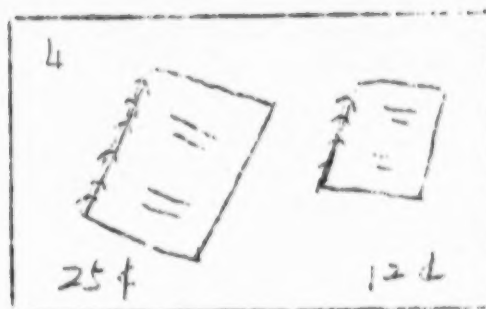
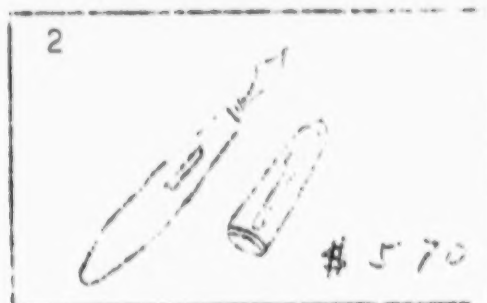
Hǎu. Nín kànkān jèijǐ chyānbǐ,
hěn bútsuò.
Wǒ bùmǎile. Chíng nǐ swànswan
yígùng dwōshau chyán.



Hau, hau
Jèr shr chikwaibàn chyán.
Syèsye. Wǒ hái yàu jǎu nín
szmau-yǐ.

CUE SHEET

UNIT V



DIALOGUE

- Dyànywán: Nín yàu mǎi shémma?
- Kèren: Wǒ yàu mǎi yìjǐr gāngbǐ.
- Dyànywán: Wǒmen jèr yǒu Jūnggwode, yé yǒu wàigwode.
Nín yàu nēiyàngrde?
- Kèren: Jèiyàngrde dwǒshau chyán?
- Dyànywán: Wǔkwai-chǐmau chyán yì-jǐr.
- Kèren: Wǒ jyòu yàu jèijǐr.
- Dyànywán: Wǒmen hái yóu hěn dwō dūngsyi, nín bùmái
dyār byéde ma?
- Kèren: Nèisye bǐjǐběr mǎi shémma jyàchyán?
- Dyànywán: Dàde lyǎngmau-wǔ, syǎude yǐmau-èrfen.
- Kèren: Chǐng nǐ géi wǒ yìběn dàde, lyángbén syǎude.
- Dyànywán: Nín kànkān jèige swànpan, sānkwaibàn,
pyányi bupyányi?
- Kèren: Jēn pyányi, kěrshe wó yǐjīng yǒule.
- Dyànywan: Wǒmen yǒu hén hǎude jǐr, jyàchyán yě
búgwèi.
- Kèren: Hǎu, géi wǒ shǐjāng hóude, lyòujāng láude.
- Dyànywán: Hǎu. Nín kànkān jèijǐr chyānbǐ, hěn búswò.
- Kèren: Wǒ bùmǎile. Chǐng nǐ swànswan yígùng

dwōshau chyán.

Dyànywán: Hau, hau.... Hòude shǐjāng lyòumau,
báude lyòujāng sānmau, lyòumau sānmau,
jyōumau chyán..., jyōumau chyānde
lyāngmau-wū, yíkwai-yìmau-wū...,
yíkwai-yìmau-wūde lyāngmau-sz, yíkwai-
sānmau-jyōu..., yíkwai-sānmau-jyōude
wūkwai-chī, chíkwai-líng-jyōufen...,
yígùng chíkwai-líng-jyōufen chyán.

Kèren: Jèr shǐ chíkwaibàn chyán.

Dyànywán: Syèsye. Wō hái yàu jǎu nǎ sàmau-yī.

Sales clerk: What do you wish to buy? (May I help you?)

Patron: I want to buy a pen.

Sales clerk: Here we have Chinese as well as foreign-made pens. Which kind do you like?

Patron: How much is this kind?

Sales clerk: \$5.70 a peice.

Patron: I'd like to have this one.

Sales clerk: We have lots of other things here, wouldn't you like to buy something else?

Patron: What's the price of those notebooks?

Sales clerk: \$0.25 for the big notebook and \$0.12 for the small one.

Patron: Please give me one big notebook and two small ones.

Sales clerk: Look at this abacus. \$3.50. Isn't it a good buy?

Patron: It's really inexpensive, but I already have one.

Sales clerk: We have very good paper; the price is also very reasonable.

UNIT V - 4

Patron: All right, give me ten sheets of the thick kind and six of the thin kind.

Sales clerk: Fine. Take a look at this pencil, it's excellent.

Patron: I don't want to buy anything any more. Please figure out how much it is all together.

Sales clerk: Very good... ten sheets of thick paper, \$0.60; six sheets of thin paper, \$0.30; \$0.60 and \$0.30 make \$0.90..., \$0.90 plus \$0.25 is \$1.15, \$1.15 plus \$0.24 is \$1.39..., \$1.39 plus \$5.70, that's \$7.09... all together \$7.09.

Patron: This is \$7.50.

Sales clerk: Thank you. I still owe you \$0.41 change.

SUMMARY

1. Vocabulary

a. Nouns

Wǒ yào mǎi yíjǐ gāngbǐ.

Wǒmen hái yǒu hěn duō chīngxi.

Jèiyàngde duōshǎu chǎn?

Nèisīyē bǐjīběr mǎi shénma jyàchǎn?

Nǐ kànkàn jèige swànpán.

Wǒmen yǒu hěn hǎode jǐ.

Nǐ kànkàn jèijǐr chǎnbǐ, hěn bútsuò.

Wǒ yào mǎi lyòujǐr mǎubǐ.

b. Place Word

Wǒmen jèr yǒu Jūnggwode, yé yǒu wàigwode.

c. Verbs

Nǐ yào mǎi shénma?

Nèisīyē bǐjīběr mǎi shénma jyàchǎn?

Chíng nǐ gěi wǒ yíběn làde.

Chíng nǐ swànsuān yíàng duōshǎu chǎn.

Wǒ hái yào jǎu nǐn sǎmāu-èr.

d. Auxiliary Verb

Wǒ yào mǎi yíjǐr gāngbǐ.

e. Adjectives

Wōmen hái yǒu hēn dwō dūngsyi, nǐ bùmái dǎn pyóde ma?

Dàde lyāngmau-wǔ, syāude yǐmau-èrfen.

Jèige swānpan pyányi bupyányi?

Wōmen yǒu hēn hǎude jǐr, jyàchǎn yě búgwài.

Géi wǒ shǐjāng hòude, lyòujāng báude.

Wōmen jèrde dūngsyi hēn shǎu.

Wōmen hái yǒu bùshǎu dūngsyi.

f. Adverb

Chíng nǐ swānswan yígùng dwōshau chǎn.

g. Measures

Wǒ yào mǎi yìjǐr gāngbǐ.

Jèiyàngrde dwōshau chǎn?

Syāude yǐmau-èrfen.

Jèige swānpan sǎnkwaibàn.

Wǔkwai-chīmau chǎn yìjǐr.

Nèisyē bǐjībēr mǎi shémma jyàchǎn?

Chíng nǐ géi wǒ yìběn dàde.

Géi wǒ shǐjāng hòude.

h. Numbers

Jèiyàngrde dwōshau chǎn?

Dàde lyāngmau-wǔ.

Yígùng chīkwai-líng-jyōufen chǎn.

Numbers from 100 up.

1. Idiomatic Expressions

Hǎu, gěi wǒ shǒujāng hòude.

Syèsye.

2. Structural Patterns

a. S V indO dirO

Chíng nǐ gěi wǒ yìběn dàde.

b. Changed Status with -Le (negative verb)

Wǒ bùnǎile

c. Sums of Money

Lyǎngwan-chíchyan-wúbai-szshrkwai-lyòumau-èrfen chyán.

d. -De in Computing

Jyòumau chyánde lyǎngmau-wǔ, yíkwai-yímau-wǔ.

e. Inquiring about Prices

Jèiyàngrde dwōshau chyán?

Nèisyē mài shémma jyàchyán?

f. Positions of A piece

Wúkwai chyán yìběn.

Yìběn wúkwai chyán.

g. Modification with Adjectives

Wǒmen yǒu hǎu gāngbǐ.

Wǒmen yǒu hǎude gāngbǐ.

Wǒmen yǒu hǎude.

VOCABULARY

1. Nouns

gāngbǐ	fountain pen; western-style pen
dǔngsyi	thing
bíjìběr	notebook
chyán	money
jyàchyán	cost; price
swànpán	abacus
jǐr	paper
chyānbǐ	pencil

2. Place Word

wàigwō	foreign country
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3. Verb

mǎi	buy
mài	sell
chǐng	please; invite; request
gěi	give
swàn	count (reduplicated in this unit)
jǎu	change (the action of the cashier giving change when a patron pays his bill)

4. Auxiliary Verb

yào goint to; expect to; shall; will

Yào (to want) ordinarily functions as a main verb (cf. Unit IV), but it appears as an auxiliary verb when it is used together with another verb either to suggest desire, expectation, or imminent action (cf. Unit VI). The sentence in this unit, Nín yào mǎi shénme, yào may mean either "want to," or "are going to." If yào is negated, it must mean "want to:" Wǒ bùyào mǎi shénme, "I don't want to buy anything." The negative of yào expressing expectation or imminent action is simply bù- alone or húhwèi.

5. Adjectives

duō	many, much
bié	other; different
dà	big; large
xiǎo	small
piányi	cheap
guài	expensive
hòu	thick
báo	thin

Note: Dwō and shǎu (cf. supplementary vocabulary) behave somewhat differently from other adjectives. First of all, they rarely appear without an adverbial modifier. Then again, in their qualifying form they may or may not take -de:

UNIT V - T 3

hěn dwō(de) dūngsyi, bùshǎu(de) gāngbǐ
Never dwō dūngsyi, shǎu gāngbǐ, nor dwōde dūngsyi,
shǎude gāngbǐ.

6. Adverb

yígùng altogether (MA)

7. Measures

-jǐ	a unit measure for writing brushes and similar slender objects
-yàng	kind; sort
-kuài	dollar (Chinese monetary unit)
-máo	dime
-fēn	cent
-sè	quantity of; several
-běn	volume (for books)
-jǎng	a unit measure for paper, pictures, tables, etc.
-bàn	half

8. Numbers

dwōshau	how much? how many?
lyǎng-	two or a couple of
líng	zero

Note:a. Èr and Lyǎng

In counting, the cardinal number èr is used for the 2's, 20's, and 200's:

èr, shǐèr, yībǎi-líng-èr, etc.

èrshǐ, èrbǎi-èrshǐ, èrshíwàn, èrbǎiwàn, etc.

Either èr or lyǎng may be used in the following higher numbers:

èrchyān or lyǎngchyān, èrwàn or lyǎngwàn, etc.

When two of anything or anyone are indicated, lyǎng with an appropriate measure is used:

lyǎngge rén

lyǎngjāng jǐ

Lyǎng never stands at the end of a number expression:

yíkwai-lyǎngmau chyán becomes yíkwai-èr for the abbreviated form, etc.

In fractional sums, lyǎng is commonly used for the larger units, and èr for the subdivisions:

lyǎngchyān-èr, lyǎngwàn-èrchyān-sān, lyǎngkwai-èr, lyǎngmau-èr, etc.

Never èrge rén, always lyǎngge rén; never lyǎngshǐ always èrshǐ.

b. Líng

Where one or more zeros stand between numbers, the word líng is inserted:

yībǎi-líng-wǔ 105

yíchyān-líng-wǔ 1,005

UNIT V - T 5

yíchyān-líng-wǔshí 1,050

yíwàn-líng-wǔshí 10,050

In giving numbers 'telephone-style' (cf. Unit .VII), cardinal numbers without measures are used and líng is repeated for each zero:

yī-líng 10 yī-líng-èr 102

yī-èr-líng 120 yī-líng-líng-lyòu-líng 1-0060

9. Idiomatic Expressions

hǎu okay, all right

syèsye (nín) thanks

SUPPLEMENTARY VOCABULARY

1. Nouns

dyànywán	clerk, salesman
kèren	guest, patron
máubǐ	Chinese writing brush

2. Adjectives

shǎu	few, little
bùshǎu	quite a few

3. Numbers

Numbers from 100 up:

yībǎi	100
yībǎi-yī(shr)	110
èrbǎi (or lyángbǎi)	200
sānbǎi-chī(shr)	370
sìbǎi-líng-sān	403
yīchān	1,000
liǎngchān-èr(bai)	2,200
sānchān-líng-wǔ(shr)	3,050
wǔchān-líng-yī	5,001
liùchān-bābǎi-wǔshí	6,857
bāchān-sānbǎi-bā(shr)	8,380
yīwàn	10,000

UNIT V - T 7

lyǎngwàn (or èrwàn)	20,000
shǐwàn	100,000
èrshrwǔwàn	250,000
yībǎiwàn	1,000,000
lyǎngchānwàn	20,000,000
yīwànwan	100,000,000

STRUCTURAL PATTERNS

1. Sentence with both indirect and direct objects S V indO dirO

Chíng nǐ gěi wǒ yībén dàde, lyángbén syǎude.

2. The changed status with negative verbs S negVle

There are three different patterns to indicate changed situation or status with -le. We have discussed two of them in Unit IV.

Wǒ bù máile. (I mustn't buy any more.)

Compare this with the regular negation of an action. (cf. Unit III)

3. Sums of money

- a. Sums of money up to \$100

Dollars

Nu	M	N	Nu	M	N	Nu	M	N
yí	-kwai	chyán	yí	-mau	chyán	yí	-fēn	chyán
lyǎng	-kwai	chyán	lyǎng	-mau	chyán	lyǎng	-fēn	chyán
jǐ	-kwai	chyán	jǐ	-mau	chyán	jǐ	-fēn	chyán

bànk wài \$.50

yíkwai-líng-wufēn 1.05

yíkwai-yí mǎu 1.10

lyǎngkwai-èr mǎu 2.20

sānkwai-sān mǎu chyán 3.30

sìkwai-sì mǎu-lyòufēn 4.46

lyòukwai-lyòu mǎu-bāfēn chyán 6.68

bákwai-bā mǎu-sì 8.84

shíkwai-shí bān 10.50

sānshrchíkwai-wǔmǎu chyán	\$ 37.50
yībǎikwài	100.00

b. Sums of money over \$100

10,000's	1,000's	100's	10's	1's	M	N
(-wàn)	(-chyān)	(-bǎi)	(-shí)			
		yībǎi	líng	wǔ	-kwài chyán	\$105
		èrbǎi	yīshí		-kwài chyán	210
		sānbǎi	èrshí	bā	-kwài chyán	328
	sìchyān				-kwài chyán	4,000
	wǔchyān	líng	sānshí		-kwài chyán	5,030
	liùchyān	sìbǎi	líng	liù	-kwài chyán	6,406
yīwàn					-kwài chyán	10,000
liǎngwàn	chīchyān	wúbǎi	cāshí		-kwài chyán	27,540

4. The use of -de in computing.

It is customary to use -de for "and" or "plus" in computing when the operations are said aloud. For this purpose alone, -de functions uniquely without any relation to its other normal behavior in Mandarin.

5. Inquiring about prices

In asking about and giving prices, no verb is necessary; instead use dwōshau chyán (how much money?) or shémma jyàchyán (what price). However, sometimes a verb, shì (is)

or mài (sell for) is used:

Jèiyàngrde dwōshau chyán? nèisyē' bǐjībě' shémma jyàchyán?
 Jèiyàngrde shr dwōshau chyán? Nèisyē bǐjībě' shr shémma jyàchyán?
 Jèiyàngrde mài dwōshau chyán? Nèisyē bǐjībě' mài shémma jyàchyán?

6. Positions of "apiece"

Expressions, such as "\$5.00 a volume," etc., are said in Chinese as follows:

Wúkwai chyán yībēn.

Yībēn wúkwai chyán.

You can put the "apiece" before or after the price.

7. Modification

As has been discussed in Units I and II, the order of the words alone is sufficient to indicate the relationship of modification. The one in front modifies what follows. The modifying suffix -de can be used to make any word or phrase a modifier, but is often omitted in simple unqualified adjective.

hǎu gānbǐ

dà shū

When -de is kept, making the above example hǎude gāngbǐ and dàde shū, it usually implies emphasis on the adjective. The suffix -de is always kept when the adjectival expression is more than one syllable (cf. Adjectives in this unit).

hén hǎude jǐ

hǎukānde yīshang

When the context makes it clearly understood, the modified noun may be omitted.

Wǒmen jēr yǒu Jūnggwode, yé yǒu wàigwode.

Dàde lyǎngmau-wǔ, syǎude yīmau-èrfen.

NOTES

1. Cultural Notes

- a. It is no longer true that the Chinese shoppers bargain wherever they go. Nowadays there are more non-bargaining than bargaining stores in China. Hence, no bargaining expressions are used in this unit. If our friend in this unit likes to bargain and finds the kind of store to practice it in, clearly he will need help. For bargaining, as it was done in old China and is done in some stores in New York City, is indeed an art that involves much insight into human psychology. We cannot go into that at this stage.
- b. The old fashioned stationery stores in China still specialize in typically Chinese articles: writing brushes (máubǐ), Chinese ink sticks (mò), ink stones (yàntái), absorbent papers of various weights, etc.. More often the stationers carry a large variety of commodities including imported items. Thus imported pens, pencils, and various kinds of papers and tablets are available together with western-style stationery made in China. Most Chinese students have acquired the habit of using fountain pens, pencils, ball-point pens, and in their work they use a range of materials similar to what the American students would use. A Chinese student may prefer fountain pens or pencils for taking notes and writing letters, but he is rare who does not know how to use the traditional writing brush at all.

- c. Writing Chinese in the traditional way requires the preparation of ink first. This is done by rubbing the ink stick on the ink stone with several drops of water. The writer dips his writing brush in the ink thus prepared, somewhat like a western painter using watercolor. There is art also in the entire process which is closely tied in with the highly cultivated art of calligraphy. A meticulous artist-calligrapher demands that his ink and brush be prepared just right. He may even have a special brush maker who knows his taste well, or he may prefer to make his own brushes. The same goes for the artist's ink.
- d. The ingenious computing device called abacus is worth knowing. Although a detailed description of this article and its use lies beyond the scope of our discussion, we can attempt to give a general idea about it here. It is a wooden frame with parallel bamboo sticks set in it. On the sticks there are wooden beads which can move up and down. When used, each bead stands for a unit and each stick a digit. Even very complicated operations can be performed on a simple abacus, but the user must be a very skilled person having learned his rules through practice. Many contests have been staged between an abacus champion and an IBM computing machine operator; every time the simple ancient device has proven its worth. In some Chinese schools the students still can learn how to use the abacus in class.

- e. The Chinese abacus differs from its Japanese version by having two more beads on each digital stick.

2. Pedagogical Notes

- a. Use chalk or felt board to illustrate the situation and the characters involved.
- b. Arrange to have in the classroom several pens, labeled with "China," "U. S. A.," "France," and "Germany," respectively in Chinese (Romanization).
- c. Arrange to have in the classroom large and small notebooks, coins and banknotes to cover the units of money studied in this unit. Get ready an abacus and a pencil for use when this portion of dialogue and drills are studied.
- d. Concentrate on the various drills during the first several hours. Use at least ten minutes each hour during the last three or four hours to do role-playing.
- e. Use abacus practice, bingo games, and arithmetic exercise to drill the students with the mathematic figures.
- f. Use a few minutes each hour during the last hours to practice reading and writing characters.

FLUENCY DRILL

Mǎi.

Mǎi shémǎ?

Yào mǎi shémǎ?

Nín yào mǎi shémǎ?

Nín jīntiān yào mǎi shémǎ?

Chyán.

Dwōshau chyán.

Jèiyàngde dwōshau chyán?

Jèiyàngde gāngbǐ dwōshau chyán?

Jèiyàngde gāngbǐ mài dwōshau chyán?

Jèiyàngde gāngbǐ mài dwōshau chyán yǐjǐ? Jǎu nín sǎmau-yī.

Jyàchyán.

Shémǎ jyàchyán?

Bǐjìbǐr shémǎ jyàchyán?

Nèisyē bǐjìbǐr shémǎ jyàchyán?

Nèisyē bǐjìbǐr mài shémǎ jyàchyán?

Gěi.

Gěi wǒ.

Gěi wó lyǎngjāng.

Gěi wó lyǎngjāng hòude.

Gěi wó lyǎngjāng hòude jǐ.

Ní gěi wó lyǎngjāng hòude jǐ.

Chíng ní gěi wó lyǎngjāng hòude jǐ.

Dwō.

Hěn dwō.

Hěn dwō dūngsyi.

Yóu hěn dwō dūngsyi.

Yóu hěn dwō byéde dūngsyi.

Hái yóu hěn dwō byéde dūngsyi.

Wǒmen hái yóu hěn dwō byéde dūngsyi.

Jǎu.

Jǎu dǎmau-yī.

Jǎu nín sǎmau-yī.

Yào jǎu nín sǎmau-yī.

Hái yào jǎu nín sǎmau-yī.

Wǒ hái yào jǎu nín sǎmau-yī.

Swàn.

Swànswan.

Swànswan dwōshau.

Swànswan dwōshau chyán.

Swànswan yígùng dwōshau chyán.

Nǐ swànswan yígùng dwōshau chyán.

Chíng nǐ swànswan yígùng dwōshau chyán.

Kwài.

Yíkwai.

Yíkwai chyán.

Yíkwai lyǎngmau chyán.

Yíkwai lyǎngmau sānfēn chyán.

Yígùng yíkwai lyǎngmau sānfēn chyán.

Máu.

Jyǎumau.

Jyǎumau chyán.

Jyǎumau chyánde.

Jyǎumau chyánde lyǎngmau.

Jyǎumau chyánde lyǎngmau-wǔ.

Jyǎumau chyánde lyǎngmau-wǔ, yíkwai-yímau-wǔ.

REPETITION DRILLLaushrSyweshengS V indO dirO

Wǒ géi nǐ yībén bǐjǐběr. (Student repeats after the model)

Tā géi wǒ yìjǐr gāngbǐ.

Nǐ géi wǒ lyǎngjāng jǐr.

Chíng nǐ géi wǒ sānjǐr chǎnbǐ.

Chíng nǐ géi wǒ wǔjāng hòude.

Chíng nǐ géi wǒ yībén dàde, sǐbén syǎude.

Le (Changed status, cf. Unit IV)

Wǒ bùmǎile.

Wǒ búchyùle.

Wǒ bùhēle.

Tā bùchǐfànle.

Tā bùjǎu shū le.

Tā búmài swànpan le.

Sums of Money up to \$100

Jèijǐr gāngbǐ yíkwai chǎn.

Shǐjāng jǐr yíkwai-yǐmau.

Nèiyàngde lyǎngkwai-èrmau chǎn.

Dàde bǐjǐběr shǐsānkwai-wǔmau-lyòufēn.

Jèiyàngde jwōdz bāshrèrkwai-chǐmau-lyòu.

Nèisyē shūjyàdz yíbai-jyòushrkwai chǎn.

Sums of Money from \$100 up

Wó yǒu èrbai-yìshrkwai chýán.

Wó yǒu lyòubai-chíshrkwai chýán.

Wó yǒu sèchyan-kwai chýán.

Wó yǒu bāchyan-sānbai-wúshrkwai chýán.

Wó yǒu yíwan-sèchyan-jyóubai-yìshrkwai.

Wó yǒu sānwan-lyòuchyan-chíbaikwai chýán.

Èr and Lyāng

Lyāngjǐr chýānbǐ sānmau-èr.

Wàigwode mài lyāngbai-èrshrkwai chýán.

Jèige swānpān mài èrshrèrkwai-bàn.

Jèisyē jǐr mài lyāngkwai-lyāngmau-èrfen.

Jwōdz mài lyāngchyan-èrbai-èrshrchíkwai.

Nèige mài lyāngwan-èrchyan-lyāngbaikwai.

Líng

Syāude shǐr yíkwai-líng-wūfen.

Báude shǐr lyāngbai-líng-lyòukwai chýán.

Jūnggwode shǐr sānchyan-líng-sānkwai.

Byéde shǐr sèchyan-líng-jyōushrchíkwai.

Dàde shǐr shíwan-líng-bāshrkwai chýán.

Wàigwode shǐr èrshrwan-líng-wúbaikwai chýán.

Inquiring about Prices

Jèijǐr máubǐ dwōshau chyán?

Nèibén bǐjībēr dwōshau chyán?

Jèiyàngde mài dwōshau chyán?

Wàigwode gāngbǐ mài dwōshau chyán?

Hòude jǐr shǐ dwōshau chyán?

Jèijāng shǐ dwōshau chyán?

Jèijǐr máubǐ shémǎ jyàchyán?

Nèibén bǐjībēr shémǎ jyàchyán?

Jèiyàngde mài shémǎ jyàchyán?

Wàigwode gāngbǐ mài shémǎ jyàchyán?

Hòude jǐr shǐ shémǎ jyàchyán?

Jèijāng shǐ shémǎ jyàchyán?

-De in Computing

Jyōumau chyānde lyāngmau-wǔ, yǐkwai yǐmau-wǔ.

Chīmau chyānde sānmau-èr, yǐkwai-lǐng-èrfen.

Yǐkwai-lyòude wǔmau chyán, lyāngkwai-yǐmau chyán.

Shǐkwai chyānde sǐmaubàn, shǐkwai-sǐmaubàn.

Lyāngkwai-èrde lyāngmau chyán, lyāngkwai-sǐmau chyán.

Yǐkwai-sānmau-jyōude wǔkwai-chī, chīkwai-lǐng-jyōufen.

Position of Apiece

Gāngbǐ wǔkwai chyán yǐjǐr.

Gāngbǐ yǐjǐr wǔkwai chyán.

Jǐr sānmau chyán lyǎngjāng.

Jǐr lyǎngjāng sānmau chyán.

Bǐjǐbǐr yǐkwai chyán sǐbǐn.

Bǐjǐbǐr sǐbǐn jǐkwai chyán.

Modification

Wǒ yào mǎi sānjāng hòude jǐr.

Wǒ yào mǎi lyángbǐn dǎde bǐjǐbǐr.

Wǒ yào mǎi yǐjāng syǎude jwōdz.

Wǒ yào mǎi byǎde dūngsyi.

Wǒ yào mǎi yǐge pyányide shūjyàdz.

Wǒ yào mǎi shǐjāng báude jǐr.

Wǒmen jèr yǒu hǎu gāngbǐ.

Wǒmen jèr yǒu hǎn dwō chyānbǐ.

Wǒmen jèr yǒu bùshǎu bǐjǐbǐr.

Wǒmen jèr yǒu hǎn dwō hǎu máubǐ.

Wǒmen jèr yǒu wǔjāng dà jwōdz.

Wǒmen jèr yǒu hǎn dwō syáu yǐdz.

Tā jyòu yàu yǐjǐ pyányide.

Tā jyòu yàu wǔjāng hòude.

Tā jyòu yàu lyǎngjāng báude.

Tā jyòu yàu sānběn dàde.

Tā jyòu yàu lyòukwài syǎude.

Tā jyòu yàu sānge byéde.

SUBSTITUTION DRILLLǎushr

Wǒ yào mǎi yìjǐr gāngbǐ.

yíge swànpán

lyǎngjāng jǐr

sānbén bǐjībēr

wǔjǐr chyānbǐ

lyòujǐr máubǐ

Chíng nǐ géi wǒ yìběn dàde.

sàzjāng hòude

sānge syāude

yìjǐr wàigwode

lyángběn Jūnggwode

báge byéde

Jèiyàngnde wǔkwai-chīmau chyán.

lyòukwai-líng-èrfen

shǐyikwaibàn

wǔshǐjyǒukwai chyán

èrbai-bāshǐyikwai-sān

lyǎngchyankwai chyán

Sywésheng

Wǒ yào mǎi yìjǐr gāngbǐ.

Wǒ yào mǎi yíge swànpán.

Wǒ yào mǎi lyǎngjāng jǐr.

Wǒ yào mǎi sānbén bǐjībēr.

Wǒ yào mǎi wǔjǐr chyānbǐ.

Wǒ yào mǎi lyòujǐr máubǐ.

Chíng nǐ géi wǒ yìběn dàde.

Chíng nǐ géi wǒ sàzjāng hòude.

Chíng nǐ géi wǒ sānge syāude.

Chíng nǐ géi wǒ yìjǐr wàigwode.

Chíng nǐ géi wǒ lyángběn Jūnggwode.

Chíng nǐ géi wǒ báge byéde.

Jèiyàngnde wǔkwai-chīmau chyán.

Jèiyàngnde lyòukwai-líng-èrfen.

Jèiyàngnde shǐyikwaibàn.

Jèiyàngnde wǔshǐjyǒukwai chyán.

Jèiyàngnde èrbai-bāshǐyikwai-sān.

Jèiyàngnde lyǎngchyankwai chyán.

Yíge swànpán dwōshau chyán?

wǔjāng jǐ

lyòuběn shū

yíkwai nyóupái

sānbēi bīngshwěi

yípyàr myànbāu

Yíge swànpán dwōshau chyán?

Wǔjāng jǐ dwōshau chyán?

Lyòuběn shū dwōshau chyán?

Yíkwai nyóupái dwōshau chyán?

Sānbēi bīngshwěi dwōshau chyán?

Yípyàr myànbāu dwōshau chyán?

Nèisyē bǐjīběr mài shémma jyàchyán?

jèisyē jǐ

yípár chīngtsài

nèijǐr chyānbǐ

jèiběn shū

nèige shūjyàdz

Nèisyē bǐjīběr mài shémma jyàchyán?

Jèisyē jǐ mài shémma jyàchyán?

Yípár chīngtsài mài shémma jyàchyán?

Nèijǐr chyānbǐ mài shémma jyàchyán?

Jèiběn shū mài shémma jyàchyán?

Nèige shūjyàdz mài shémma jyàchyán?

Wǒ yào mǎi sānjāng hòude jǐ.

dàde

syāude

byéde

pyányide

báude

Wǒ yào mǎi sānjāng hòude jǐ.

Wǒ yào mǎi sānjāng dàde jǐ.

Wǒ yào mǎi sānjāng syāude jǐ.

Wǒ yào mǎi sānjāng byéde jǐ.

Wǒ yào mǎi sānjāng pyányide jǐ.

Wǒ yào mǎi sānjāng báude jǐ.

Wǒmen jèr yóu hǎu gāngbǐ.

hěn dwō

bùshǎu

Wǒmen jèr yóu hǎu gāngbǐ.

Wǒmen jèr yóu hěn dwō gāngbǐ.

Wǒmen jèr yóu bùshǎu gāngbǐ.

Tā jyòu yàu yíge pyányide.

hòude

báude

dàde

syǎude

byéde

Wǒ bùmǎile.

búchyù

bùhē

bùchǐfàn

bùjǎu shū

bùmǎi swànpan

Wǒ hái yàu jǎu nín sǐmau-yī.

lyòufen chyán

sǎnmau chyán

wǔkwai-líng-èrfen

jyǒukwaibàn

chíkwai-wǔ

Jèijǐ gāngbǐ shǐ Jūnggwode.

wàigwode

Měigwode

Dégwode

Fàgwode

Syībānyáde

Tā jyòu yàu yíge pyányide.

Tā jyòu yàu yíge hòude.

Tā jyòu yàu yíge báude.

Tā jyòu yàu yíge dàde.

Tā jyòu yàu yíge syǎude.

Tā jyòu yàu yíge byéde.

Wǒ bùmǎile.

Wǒ búchyùle.

Wǒ bùhēle.

Wǒ bùchǐfànle.

Wǒ bùjǎu shū le.

Wǒ bùmǎi swànpan le.

Wǒ hái yàu jǎu nín sǐmau-yī.

Wǒ hái yàu jǎu nín lyòufen chyán.

Wǒ hái yàu jǎu nín sǎnmau chyán.

Wǒ hái yàu jǎu nín wǔkwai-líng-èrfen.

Wǒ hái yàu jǎu nín jyǒukwaibàn.

Wǒ hái yàu jǎu nín chíkwai-wǔ.

Jèijǐ gāngbǐ shǐ Jūnggwode.

Jèijǐ gāngbǐ shǐ wàigwode.

Jèijǐ gāngbǐ shǐ Měigwode.

Jèijǐ gāngbǐ shǐ Dégwode.

Jèijǐ gāngbǐ shǐ Fàgwode.

Jèijǐ gāngbǐ shǐ Syībānyáde.

REPLACEMENT DRILLLǎushǐ

Wǒ yào mǎi sānbén bǐjìbēi.

wǔjiāng jǐr

Tā

yíge swānpān

Chén Jyā-jyùn

Chíng nǐ gěi wǒ sèjiāng báude.

hòude

gěi tā

dàde

gěi Lí Lǎushǐ

Jèiyàngnde shǐkwai-jyǒumau chyán.

sānkwai-wǔ

Nèiyàngnde

lyòukwai-líng-sānfēn

Wàigwode

Yíge shūjyàdz dwōshau chyán?

shémma jyàchyán

Yìjǐr chyānbǐ

mài shémma jyàchyán

Yìjiāng jǐr

Sywésheng

Wǒ yào mǎi sānbén bǐjìbēi.

Wǒ yào mǎi wǔjiāng jǐr.

Tā yào mǎi wǔjiāng jǐr.

Tā yào mǎi yíge swānpān.

Chén Jyā-jyùn yào yíge swānpān.

Chíng nǐ gěi wǒ sèjiāng báude.

Chíng nǐ gěi wǒ sèjiāng hòude.

Chíng ní gěi tā sèjiāng hòude.

Chíng ní gěi tā dèjiāng dàde.

Chíng ní gěi Lí Lǎushǐ sèjiāng dàde.

Jèiyàngnde shǐkwai-jyǒumau chyán.

Jèiyàngnde sānkwai-wǔ.

Nèiyàngnde sānkwai-wǔ.

Nèiyàngnde lyòukwai-líng-sānfēn.

Wàigwode lyòukwai-líng-sānfēn.

Yíge shūjyàdz dwōshau chyán?

Yíge shūjyàdz shémma jyàchyán?

Yìjǐr chyānbǐ shémma jyàchyán?

Yìjǐr chyānbǐ mài shémma jyàchyán?

Yìjiāng jǐr mài shémma jyàchyán?

Tā yào mái lyǎngjāng dàde jwōdz.

syāude

Wǒ

pyányide

Tāmen

Tāmen nèr yǒu háu jǐ.

hěn dwō

Wǒmen jèr

bùshǎu

Jāng Syānsheng nèr

Wǒ jyòu yào yíge pyányide.

gwèide

Chén Jyā-jyùn

byéde

Jāng měi fāng

Tā búchyùle.

bùchǐfàn

Tāmen

bùjǎu shū

Wáng Lǎushǐ

Tā yào mái lyǎngjāng dàde jwōdz.

Tā yào mái lyǎngjāng syāude jwōdz.

Wǒ yào mái lyǎngjāng syāude jwōdz.

Wǒ yào mái lyǎngjāng pyányide jwōdz.

Tāmen yào mái lyǎngjāng pyányide jwōdz.

Tāmen nèr yǒu háu jǐ.

Tāmen nèr yǒu hěn dwō jǐ.

Wǒmen jèr yǒu hěn dwō jǐ.

Wǒmen jèr yǒu bùshǎu jǐ.

Jāng Syānsheng nèr yǒu bùshǎu jǐ.

Wǒ jyòu yào yíge pyányide.

Wǒ jyòu yào yíge gwèide.

Chén Jyā-jyùn jyòu yào yíge gwèide.

Chén Jyā-jyùn jyòu yào yíge byéde.

Jāng Měi-fāng jyòu yào yíge byéde.

Tā búchyùle.

Tā bùchǐfànle.

Tāmen bùchǐfànle.

Tāmen bùjǎu shū le.

Wáng Lǎushǐ bùjǎu shū le.

Wǒ hái yào jǎu nín sānmau chyán.

səmau-èr

Tā

chíkwaibàn

Wáng Syānsheng

Wǒ hái yào jǎu nín sānmau chyán.

Wǒ hái yào jǎu nín səmau-èr.

Tā hái yào jǎu nín səmau-èr.

Tā hái yào jǎu nín chíkwaibàn.

Wáng Syānsheng hái yào jǎu nín
chíkwaibàn.

Jèijǐr gāngbǐ shr Jūnggwode.

Syībānyáde

Nèijǐr

Měigwode

Jèiyànggrde

Jèijǐr gāngbǐ shr Jūnggwode.

Jèijǐr gāngbǐ shr Syībānyáde.

Nèijǐr gāngbǐ shr Syībānyáde.

Nèijǐr gāngbǐ shr Měigwode.

Jèiyànggrde gāngbǐ shr Měigwode.

RESPONSE DRILLLāushǐ

Nín yào mǎi shénma?

(chyānbǐ)

(bǐjìbě)

(swānpān)

(máubǐ)

(jǐr)

Nín yào nēiyàngde?

(wàigwode)

(Měigwode)

(Jūnggwode)

(Fàgwode)

(Dégwode)

Jèiyàngde dwōshau chyán yìjǐr?

(wǔkwai-chīmau chyán)

(bāshrkwai-líng-sānmau)

(yìbaikwai chyán)

(jyōumau-lyòu)

(Lyǎngchyanwúbaikwai chyán)

Sywésheng

Wǒ yào mǎi chyānbǐ.

Wǒ yào mǎi bǐjìbě.

Wǒ yào mǎi swānpān.

Wǒ yào mǎi máubǐ.

Wǒ yào mǎi jǐr.

Wǒ yào wàigwode.

Wǒ yào Měigwode.

Wǒ yào Jūnggwode.

Wǒ yào Fàgwode.

Wǒ yào Dégwode.

Wǔkwai-chīmau chyán yìjǐr.

Bāshrkwai-líng-sānmau yìjǐr.

Yìbaikwai chyán yìjǐr.

Jyōumau-lyòu yìjǐr.

Lyǎngchyan-wúbaikwai chyán yìjǐr.

Nín bùmái dyār byéde ma?

(bùmái)

(hái mǎi)

Wǒ bùmǎile.

Wǒ hái mǎi byéde.

Nín yàu mǎi něiyàngde jǐr?

(hòude)

(báude)

(dàde)

(syāude)

(pyányi)

Wǒ yàu mǎi hòude jǐr.

Wǒ yàu mǎi báude jǐr.

Wǒ yàu mǎi dàde jǐr.

Wǒ yàu mǎi syāude jǐr.

Wǒ yàu mǎi pyányide jǐr.

Chíng nǐ swànsuan yígùng dwōshau chyán?

(chíkai-líng-jyōufen chyán)

(èrbai-èrshèrkai chyán)

(lyāngchuan-lyāngbai-èrshèrkai)

(wūchuan-chībái-szshryíkwai-bā)

(sānwán-líng-jyóubaikwai chyán)

Yígùng chíkai-líng-jyōufen
chyán.

Yígùng èrbai-èrshèrkai chyán.

Yígùng lyāngchuan-lyāngbai-
èrshèrkai.

Yígùng wūchuan-chībái-szshryíkwai-
bā.

Yígùng sānwán-líng-jyóubaikwai
chyán.

Nǐ hái yàu jǎu wǒ dwōshau chyán?

(wūmau-lyòu)

(lyāngmau-èr)

(jyōukwaibàn)

(szkwai-líng-bāfen)

(chíkai chyán)

Wǒ hái yàu jǎu nín wūmau-lyòu.

Wǒ hái yàu jǎu nín lyāngmau-èr.

Wǒ hái yàu jǎu nín jyōukwaibàn.

Wǒ hái yàu jǎu nín szkwai-líng
bāfen.

Wǒ hái yàu jǎu nín chíkai chyán.

DIRECTED CONVERSATIONLǎushǐ

Nǐ wèn tā, tā yào mǎi shénma.

Nǐ wèn tā, tā yào nǎiyàngnde jǐ.

Nǐ wèn tā, nèisīyē bǐjīběi dwōshau
chyán yībēn.Nǐ wèn tā, tā mǎi bumái dyǎr byéde
dūngsyi.Sywésheng

Nǐ yào mǎi shénma?

Wǒ yào mǎi yíge swānpán.

Wǒ yào mǎi yíjǐ gāngbǐ.

Wǒ yào mǎi lyǎngjāng jǐ.

Wǒ yào mǎi sānbén bǐjīběi.

Nǐ yào nǎiyàngnde jǐ?

Wǒ yào wàigwode.

Wǒ yào Jūnggwode.

Wǒ yào Měigwode.

Wǒ yào hòude.

Wǒ yào báude.

Nèisīyē bǐjīběi dwōshau chyán yībēn?

Wǔmau chyán yībēn.

Yībēn wǔmau chyán.

Nǐ bumái dyǎr byéde dūngsyi ma?

Wǒ bumáile.

Wǒ hái yào mǎi dyǎr byéde dūngsyi.

Nǐ wèn tā, yígùng dwōshau chyán.

Yígùng dwōshau chyán?

Yígùng lyāngkwai chyán.

Yígùng wūkwai-sānmau chyán.

Yígùng lyòukwai-èrmau-yī.

Yígùng shǐkwai-líng-bāfen.

Nǐ wèn tā, tā yào jáu nǐ dwōshau
chyán.

Nǐ yào jáu wǒ dwōshau chyán?

Wǒ hái yào jáu nǐ chīmau chyán.

Wǒ hái yào jáu nǐ shǐkwaibàn.

Wǒ hái yào jáu nǐ yíkwai-líng-
jyōufen.

Nǐ wèn tā, jèige swānpan pyányi
bupyányi.

Jèige swānpan pyányi bupyányi?

Nèige swānpan hěn pyányi.

Nèige swānpan bùhěn pyányi.

Nèige swānpan bupyányi.

Nèige swānpan hěn gwèi.

Nèige swānpan búgwèi.

DIALOGUE EXPANSION

Nǐ mǎile shénma le?

Wó mǎile yìjǐ wàigwō gāngbǐ le.

Nǐ hái syáng mǎi shénma?

Wó hái syáng mǎi wúběn Jūnggwō shū.

Nǐ bùmái dyār Syībānyáde chyānbǐ ma?

Wó yǐjīng yǒule. Wó bùmǎile.

Nǐ yào nēiyàngde chāngpyār?

Wó yào lyǎngjāng Fàgwode chāngpyār.

Nǐ ài yòng Dégwō jǐr ma?

Wó hěn ài yòng, géi wó lyòujāng hòude.

Báude hěn pyányi. Nín bùmái dyār ma?

Hǎu, chīng nǐ géi wó shǐjāng báude.

Wǒmen jèrde dūngsyi dōu hěn pyányi.

Dwèile, dūngsyi yě bùshǎu.

Nǐ bùmái dyār byéde dūngsyi ma?

Bùmǎile. Chīng nǐ swànsuān yígùng dwōshau chyán?

Hǎu. Wǔmau chyānde sānmau-èr, bāmau-èr..., bāmau-èrde lyǎngkwai chyán,

lyǎngkwai-bāmau-èr... , yígùng lyǎngkwai-bāmau-èr.

Jèr shǐr sānkwai chyán.

Syèsye. Wó hái yào jǎu nín yīmau-bā.

NARRATION

Wǒ jīntiān dǎushàng gēn Jiāng Měi-fāng yīkwàr chǔ mǎi gāngbǐ.
Wǒmen dōu mǎile yǐjǐr. Tā mǎile yǐjǐr Měigwode. Wǒ mǎile yǐjǐr Jūnggwode.
Měigwode hěn gwèi, mǎi èrshíkwai chǎn yǐjǐr. Jūnggwode pyányi, yǐjǐr jìyòu
mǎi liùkwai chǎn. Tā yǒu hěn duō chǎn. Tā kéyǐ mǎi nēme gwèide.
Wǒ méiyǒu hěn duō chǎn. Wǒ jìyǒu néng mǎi jēme pyányide.

Wǒmen wǎnshàng dǎu Jūnggwo fàngwǎr chǔ chǐfàn. Jūnggwo fàn jēn
hǎuchǐ. Wǒmen yīkwàr chǐle chǎumyàn, chǎufàn, jiǎjǐ, nyóupái.
Wǒmen yīgùng chǐle èrshíchíkwai-sùmau chǎn. Wǒmen gēile fàngwǎr
sānshíkwai chǎn. Nǐ jǐdǎu tāmen jiǎule wǒmen duōshǎu chǎn ma?

RHYMES

Yìjǐr gāngbǐ sèkwai-wǔ.

Sānjāng jǐ,

Lyāngmau-chī.

Jūnggwo shū,

Bǐjǐbǐr,

Dzài géi wǒ yìjǐr hǎu chyānbǐ.

Chíng nǐ swànsuan dwōshau chyán?

Sānwān-sèchyan-bābāi chīshrlyòukwai-wūmau-yī.

Pyányi bupyányi?

Tài gwèile.

Méi chván búyàu mǎi dūngsyi.

PROGRESS EVALUATION

1. Listening and Speaking (Student listens to the tape and responds according to the proper sentence he has learned. Several correct responses to each utterance may be possible, but the most direct one taught and practised in this unit is suggested in parentheses.)

Nín yào mǎi shénma?

(Wǒ yào mǎi yìjǐ gāngbǐ.)

Nín yào nēiyàngde?

(Wǒ yào jèiyàngde.)

Jèiyàngde dwōshau chyán?

(Wùkwai-chīmau chyán yìjǐ.)

Nín bùmái dyār byéde dūngsyi ma?

(Wǒ hái yào yìjǐ chyānbǐ.)

Nèisyē bǐjībēr mài shénma jyàchyán?

(Dàde lyāngmau-wǔ, syāude yīmau-èrfen.)

Jèige swànpan sǎnkwaibàn, pyányi bupyányi?

(Hěn pyányi.)

Nǐ mǎi bumǎi swànpan?

(Wǒ bùmǎile.)

Yígùng dwōshau chyán?

(Yígùng chīkwai-líng-jyōufen chyán.)

Nǐ hái yào jǎu wǒ dwōshau chyán?

(Wǒ hái yào jǎu nín sǎmau-yī.)

2. Auditory Comprehension (Retell the following passages in English)

Wō gēn Jāng Měi-fāng yíkwàr chyù mǎi gāngbǐ. Tāmen nèr yóu hěn dwō Jūnggwode, yé yǒu bùshǎu wàigwode. Wàigwode hěn gwèi. Jūnggwode hěn pyányi. Wó mǎile Jūnggwode. Tā mǎile wàigwode.

Wōmen yé mǎile byéde dūngsyi. Wó mǎile sānběn dàde bǐjǐbǐr, lyǎngjāng hòude jǐr. Tā yé mǎile yībén syǎude bǐjǐbǐr, wūjāng báude jǐr.

Wō yígùng yùngle yíkwai-jyǒu. Tā yígùng yùngle sānkwai-chǐfen chyán.

3. Reading (To be used after Romanization has been learned by the students)

Wō yàu mǎi yǐjǐr gāngbǐ.

Tāmen nèr yóu Syībānyáde, yé yǒu Dégwode.

Jèiyàngrde dwōshau chyán?

Sānwan-lyǎngchyan-líng-wūshrkwai chyán.

Wōmen hái yǒu bùshǎu byéde dūngsyi.

Nèisyē bǐjǐbǐr mài shémma jyàchyán?

Dàde bāmau-sān, syǎude sǎmau-èrfen.

Nín kànkān jèige swànpan pyányi bupyányi.

Nīmen jèrde dūngsyi bùhěn gwèi.

Chíng nǐ swànswan yígùng dwōshau chyán.

Jèr shǐ wūshrlvòukwai-sānmau-èrfen chyán.

Syèsye. Wō hái yàu jǎu nín chímau-bē.

UNIT VI
FOR TEACHER

Chinese-Mandarin Teaching
Material Development Project
San Francisco State College

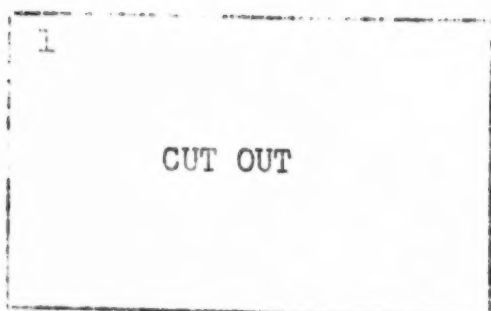
UNIT VI

RETURNING HOME AFTER SCHOOL

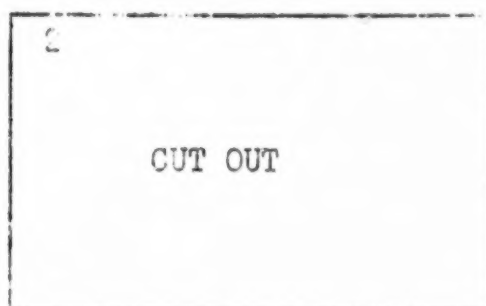
Chén Jyā-jyùn goes home after school.

He inquires from his mother about what the rest of the family is doing. He is reminded of the arrival of his sister the next day and some of her family for a visit. His mother asks him to help set the dinner table.

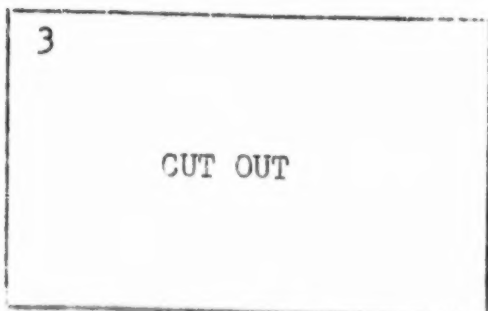
In setting the dinner table, he discovers that he needs one more spoon. Then he forgets to put the soy sauce and vinegar on the table. When he asks if he should get the wine glasses, his mother tells him that his father is not supposed to drink every evening.



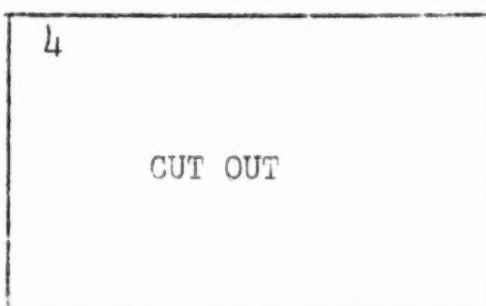
Mā, dìdì dzài nǎ?
Tā dzài wàitou wár ne.



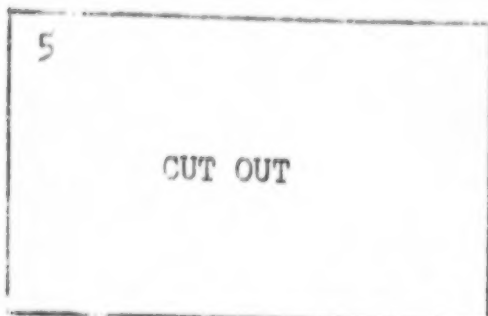
Mèimei syàndzài gàn shémma ne?
Tā dzài lóushang dǎ máuyī ne.



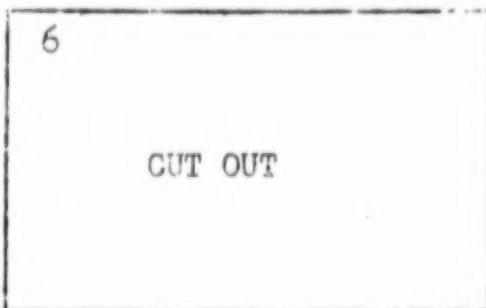
Bàba dzài jyā ma?
Tā gēn nǐ gēge dzài kètīng lǐ
chūhwà ne.



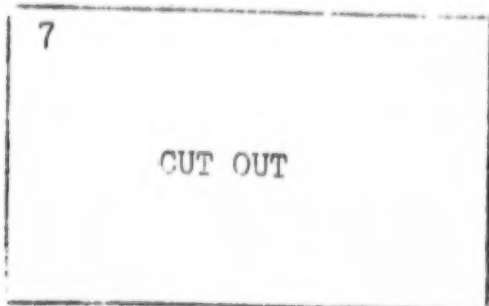
Mā, wó syǎng míngtyan shàng chéng
lǐtou chyù, kèyi ma?
Búsyǐng. Míngtyan ní jyējyē tamen
tsúng syāngsya lái.



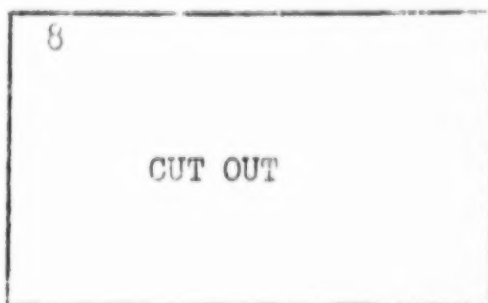
Jyēfu yě yǐkwàr lái ma?
Búyǐdǐng. Kěshr tā mèimei
yǐdǐng lái.



Nà hǎujǐle. Mā, fàn kwài hǎule.
Kwài hǎule. Nǐ bǎiyībǎi jyōdz...



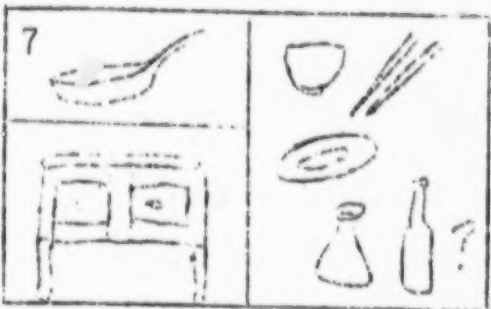
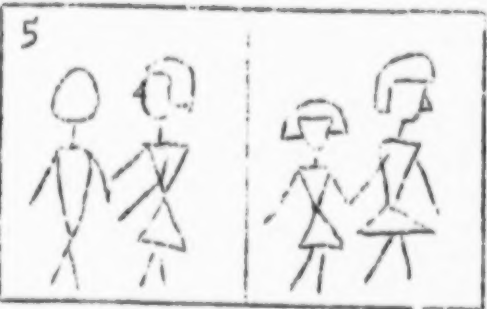
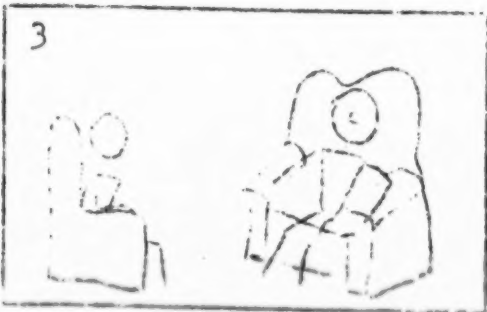
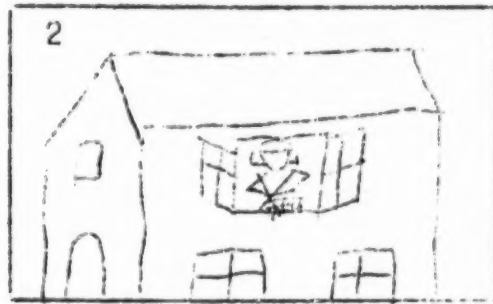
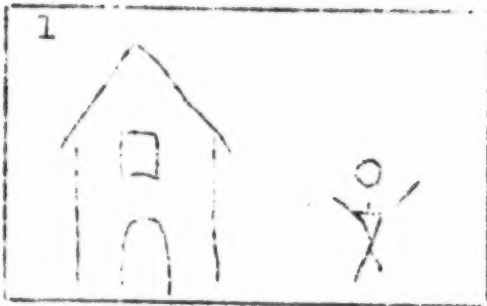
Yībā, yǎngbā, ...
Dzwōbyār nèige chōuti lǐ hái yōu.
Wǎn, kwàidz, sháur, dyédz dōu bǎile.
Jyàngyóu tsu ne? Nǐ dzēmme lǎu wàng
a.



Dwèile. Mā, yào buyào bái jyóubēi
a.
Búyào. Nǐ Bàba bunnéng
Nà wǒ chyù jyau tamen lái chhǎnle.

CUE SHEET

UNIT VI



DIALOGUE

Jyā-jyùn: Mā, dīdi dzài nār?

Mūchīn: Tā dzài wàitou wár ne.

Jyā-jyùn: Mèimei syàndzài gàn shémma ne?

Mūchīn: Tā dzài lóushang dǎ máuyī ne.

Jyā-jyùn: Bàba dzài jyā ma?

Mūchīn: Tā gēn nǐ gēge dzài kèting li shwōhwà ne.

Jyā-jyùn: Mā, wó syǎng míngtyan shàng chéng lǐtou chyù, kéyi ma?

Mūchīn: Bùsyíng. Míngtyan ní jyějye tamen tsúng syāngsya lái.

Jyā-jyùn: Jyěfu yě yíkwàr lái ma?

Mūchīn: Bùyídíng. Kěshr tā mèimei yídíng lái.

Jyā-jyùn: Nà hǎujíle. Mā, fàn kwài hǎule ba.

Mūchīn: Kwài hǎule. Ní bǎiyibǎi jwōdz ba.

Jyā-jyùn: Yìbǎ, lyángbǎ, sǎnbǎ, ... Mā, shǎule yìbǎ shǎur.

Mūchīn: Dzwōbyār nèige chōuti lí hái yǒu.

Jyā-jyùn: Wǎn, kwàidz, shǎur, dyédz dōu bǎile.

Mūchīn: Jyàngyóu tsù ne? Ní dzēmme lǎu wàng a!

Jyā-jyùn: Dwèile. Mā, yàu buyàu bái jyōubēi a?

Mǔchīn: Búyào. Nǐ Bàba bùnéng tyāntyan wǎnshang
hē jyǒu.

Jyā-jyùn: Nà wǒ chyù jyàu tāmen lái chīfànle.

- Jyā-jyùn: Mother, where is Brother?
- Mother: He is playing outside.
- Jyā-jyùn: What's Sister doing now?
- Mother: She is upstairs knitting.
- Jyā-jyùn: Is Dad home?
- Mother: He is talking with your brother in the living room.
- Jyā-jyùn: Mother, I'd like to go down town tomorrow, is that all right?
- Mother: No. Your sister and her folks are coming from the country tomorrow.
- Jyā-jyùn: Is her husband coming with her?
- Mother: I'm not sure. But his sister is definitely coming.
- Jyā-jyùn: That's wonderful. Mother, dinner is about ready, isn't it?
- Mother: Yes, just about. Why don't you set the table.
- Jyā-jyùn: One, two, three..., Mother, we are short of one spoon.
- Mother: There are more in the drawer on the left hand side.

UNIT VI - 4

Jyā-jyùn: I have gotten out bowls, chopsticks, spoons,
saucers, and all.

Mother: What about soy sauce and vinegar. You always
forget them.

Jyā-jyùn: That's it. Mother you want me to get the
wine glasses?

Mother: No, your Dad cannot drink every evening.

Jyā-jyùn: Well, I'll go to call everybody to come
and eat.

SUMMARY

1. Vocabulary

a. Nouns

Mā, didi dzài nǎr?

Mèimei syàndzài gàn shémma ne?

Bàba dzài jyā ma?

Tā gēn nǐ gēge dzài kètīng lǐ shwōhwà ne.

Wó syǎng míngtyan shàng chéng lǐtou chyà.

Nǐ jyējye tamen tsung syāngsya lái.

Jyēfu yě yíkwàr lái ma?

Dzwōbyār nèige chōuti lǐ hái yǒu.

Wǎn, kwàidz, sháur, dyédz dōu bǎile.

Jyàngyóu tsù ne?

Mā, yào buyào bái jyōubēi a?

Nǐ Bàba bùnéng tyāntyan wǎnshang hē jyōu.

b. Place Words

Tā dzài wàitou wár ne.

Tā dzài lóushang dǎ máuyī ne.

Wó syǎng míngtyan shàng chéng lǐtou chyà.

Dzwōbyār nèige chōuti lǐ hái yǒu.

Yòubyār nèige jwōdz shang yǒu shū.

Tā dzài lóusya shwōhwà ne.

c. Verbs

Mā, dīdī dzài nǎr?

Tā dzài wàitou wár ne.

Méimei syàndzài gàn shémma ne?

Tā dzài lóushang dǎ máuyī ne.

Tā gēn nǐ gēge dzài kètīng lǐ shwōhwà ne.

Nǐ jyějye tamen tsúng syāngsya lái.

Nǐ bǎiyibǎi jwōdz ba.

Mā, shǎule yībǎ sháur.

Nǐ dzēmme lǎu wàng a.

Nà wǒ chyù jyàu tāmen lái chřfànle.

d. Co-Verbs

Nǐ jyějye tamen tsúng syāngsya lái.

Wó syāng míngtyan shàng chéng lǐtou chyù.

e. Adjectives

Bùsyíng.

Mā, fàn kwài hǎule ba.

f. Adverbs

Kěshr tā mèimei yídíng lái.

Mā, fàn kwài hǎule ba.

Nǐ dzēmme lǎu wàng a.

g. Time Words

Mèimei syàndzài gàn shémma ne?

Nǐ Bàba bùnéng tyāntyan wǎnshang hē jyōu.

h. Particles

Tā dzài wàitou wár ne.

Mā, fàn kwài hǎule ba.

Nà hǎujíle.

i. Measure

Mā, shǎule yìbǎ sháur.

j. Idiomatic Expression

Nà wǒ chyù jyàu tāmen lái chǎfànle.

2. Structural Patterns

a. S dzai PW

Bàba dzài jyā ma?

b. Continuance with Ne

Tā dzài lóushang dǎ máuyī ne.

c. Tsúng Láai Pattern

Ní jyějye tamen tsúng syānggya lái.

- d. Probability with Ba
Mā, fàn kwài hǎule ba.
- e. Request with Ba
Ní bǎiyibái jwōdz ba.
- f. Imminent Change of Status with Le
Mā, fàn kwài hǎule ba.
- g. N Sp-M N
Dzwōbyār nèige chōuti li
- h. ProN N
Ní jyějye
- i. S V PE
Wǒ chyu jrau tāmen lái chrfànle.

VOCABULARY

1. Nouns

Mā(ma)	Mammy (mother)
dīdi	younger brother
mèimei	younger sister
Bàba	Daddy (father)
jyā	home
gēge	elder brother
kètīng	parlor, living room
chéng	city
jyějye	elder sister
syāngsya	country (rural)
jyěfu	brother-in-law (elder sister's husband)
shāur	spoon
chōuti	drawer
wǎn	bowl
dyédz	plate
jyàngyóu	soy sauce
tsù	vinegar
jyōubēi	wine glass
jyōu	wine, liquor

2. Place Words

wài(tou)	outside (cf. Unit III)
lóushang	upstairs
lǐ(tou)	inside (cf. Unit III)
dzwǒbyār	left (side)

3. Verbs

dzài	be at, in or on (cf. Unit III)
wǎr	play
gàn	do (more colloquial than <u>dzwo</u>)
dǎ	knit
shwōhwà	carry on conversation (VO compound)
lái	come (toward the speaker)
bǎi	set, put
shǎu	be short (cf. Unit V)
wàng	forget
jyàu	tell (somebody to do something)

4. Co-Verbs

tsúng	from
shàng	functioning as "to go to" together with <u>chyù</u> (cf. <u>dàu...chyù</u> in Unit III)

5. Adjectives

syíng

satisfactory, all right

hău

ready, complete (cf. Unit I)

6. Adverbs

yídfng

necessarily, certain

kwài

quickly, soon

lău

always

7. Time Words

syândzài

now

tyántyan

everyday

8. Particles

ne

sentence suffix indicating continuance of
action in positive statements (cf. Unit
III)

ba

sentence suffix implying probability or a
request

-jǐle

suffix to adjectives, indicating extreme
degree

7. Measure

-bǎ

a unit measure for spoons or things with
a handle

8. Idiomatic Expression

nà

in that case

SUPPLEMENTARY VOCABULARY

1. Noun

mūchīn mother (more formal than māma)

2. Place Words

yōbyār right (side)

lōusyā downstairs

STRUCTURAL PATTERNS

1. Dzài with place words to indicate location S dzài FW

When a place word follows the verb dzài,
it signifies that "y" is located at "x:"

Mā, dīdi dzài nǎr?

Bàba dzài jyā ma?

Note: Dzài may be followed by any place word. Hence, one can say dzài Jūnggwo. Nouns, however, must be followed by a place word before they can be used with dzài. Thus, one says dzài jwōdz shāngtou, or dzài jwōdz lǐtou, but never just dzài jwōdz.

2. Continuance with ne

When it is desired to stress the fact that the action of the verb is going on at the moment of speaking, the particle ne is added to the end of the sentence:

Tā dzài wàitou wár ne.

Mèimei syāndzài gān shémma ne?

Tā dzài lóushang dǎ máuyī ne.

Tā gēn nǐ gēge dzài kètīng lǐ shwōhwà ne.

3. Tsúng...lái and dàu...chyù compared

Tsúng...lái (come from) indicates motion out from or away from some point while dàu...chyù (go to) indicates motion towards some point. (cf. Unit III)

Wó syāng míngtyan dàu chéng lǐtyou chyù.

Míngtyan ní jyějyě tamen tsúng syāngsya lái.

4. Probability with sentence suffix ba

The particle ba suffixed to certain statements makes them imply a probability, a conclusion based on the best light one has, yet leaving some room for doubt:

Mā, fān kwāi hǎule ba.

5. Request with sentence suffix ba.

Sentence suffix ba, added to a command, softens the tone of the command:

Ní bǐyibǎi jwōdz ba.

6. Imminent change of status with -le

The addition of -le to adjectives modified by appropriate adverbs, such as kwāi, (soon) indicates the change of status has already been decided upon, and that it is expected to be completed at some time in the not too distant future (cf. Unit IV):

Mā, fān kwāi hǎule ba.

7. Specified nouns further modified by nouns, pronouns, N Sp-M N or place words

Nouns specified may be further specified by adding pronouns.

Dzwōbyār nēige chōuti li

8. Between pronouns and relationship terms

PronN N

The usual marker of modification -de may be omitted between pronouns and relationship terms:

Ní jyějye

Wō bāba

2. Purpose of going without CV-posN

S V PE

If the place is known from the context,
co-verb and place word are omitted:

Wǒ chū jū tāmen lái chāfànle.

NOTES

1. Cultural Notes

- a. The family, has, to a great extent, remained as a strong basis for Chinese society. Change has occurred in modern times in the Chinese familial structure, but many traditional attitudes toward the family persist. Even grown up Chinese still do not hesitate to regard their parents' house as their own home. The Chinese high school student, on the average, spends more time at home than his American counterpart does.
- b. The Chinese high school student always refers to his family members by relationship, not by name. This is particularly true regarding his elder brothers, sisters and other relatives. He would shock the others if he called his parents or elders by their given names any time any where. In earlier times, many Chinese families used domestic help. School boys and girls had little house work to do. This has changed somewhat. The high school student is expected to help his mother or sister to do some housework. He is expected to do it cheerfully and never, never, with pay. Chinese society tends to tolerate less impoliteness of the children toward their parents.
- c. The use of Chinese expression gàn shénma? may sound a bit too colloquial to some people, but it is really natural Mandarin speech. In other words, one hears more often gàn shénma than dzwò shénma.

2. Pedagogical Notes

- a. Use chalk or felt board to illustrate the situation and the characters involved.
- b. Cut out from magazines illustrations showing "upstairs," "downstairs," "living room," "down town," and "countryside."
- c. Arrange to have on hand such items or their illustrations as spoons, drawers, bowls, chopsticks, soy sauce, vinegar and wine cups.
- d. Allot class time for drills and role-playing as in earlier units. Provide time for reading and writing characters.

FLUENCY DRILL

Dzài.

Dzài nǎr?

Dìdi dzài nǎr?

Nǐde dìdi dzài nǎr?

Nǐde syǎu dìdi dzài nǎr?

Wàitou.

Dzài wàitou.

Dzài wàitou wár.

Tā dzài wàitou wár.

Tā dzài wàitou wár ne.

Gàn.

Gàn shémma?

Mèimei gàn shémma?

Mèimei syàndzài gàn shémma?

Mèimei syàndzài gàn shémma ne?

Wàng.

Lǎu wàng.

Dzēmme lǎu wàng.

Dzēmme lǎu wàng a.

Ní dzēmme lǎu wàng a.

Tsúng.

Tsúng syāngsya láí.

Jyějye tsúng syāngsya láí.

Jyějye tamen tsúng syāngsya láí.

Ní jyějye tamen tsúng syāngsya láí.

Kwài.

Kwài hǎu.

Kwài hǎule.

Fàn kwài hǎule.

Fàn kwài hǎule ba.

Bǎi.

Bǎiyibǎi.

Bǎiyibǎi jwōdz.

Ní bǎiyibǎi jwōdz.

Ní bǎiyibǎi jwōdz ba.

Chōuti.

Chōuti lí.

Nèige chōuti lí.

Nèige chōuti lí yǒu.

Nèige chōuti lí hái yǒu.

Dzwōbyār nèige chōuti lí hái yǒu.

Shàng.

Shàng chéng lǐtōu.

Shàng chéng lǐtōu chyù.

Wǒ shàng chéng lǐtōu chyù.

Wǒ míngtyan shàng chéng lǐtōu chyù.

Wó syǎng míngtyan shàng chéng lǐtōu chyù.

Tyāntyan.

Tyāntyan wǎnshang.

Tyāntyan wǎnshang hē.

Tyāntyan wǎnshang hē jyōu.

Bùnég tyāntyan wǎnshang hē jyōu.

Bàba bùnéng tyāntyan wǎnshang hē jyōu.

Ní Bàba bùnéng tyāntyan wǎnshang hē jyōu.

Jyàu.

Jyàu tāmen.

Jyàu tāmen lái.

Jyàu tāmen lái chǐfàn.

Chyù jyàu tāmen lái chǐfàn.

Wǒ chyù jyàu tāmen lái chǐfàn.

Wǒ chyù jyàu tāmen lái chǐfànle.

Nà wǒ chyù jyàu tāmen lái chǐfànle.

REPETITION DRILL

Lǎushǐ

Sywésheng

S dzài PW

Dìdì dzài nǎr?

(Student repeats after the model)

Bàba dzài jyā ma?

Tā dzài lóushang.

Nǐ mèimei dzài lóusya.

Gēge dzài kètīng lǐ.

Wó jyějye dzài chéng lǐtou.

Continuance with Ne

Tā dzài wàitou wár ne.

Tā dzài lóushang dǎ máuyī ne.

Wǒ dìdì dzài fàntīng lǐ chǐfàn ne.

Tā gēge dzài kètīng lǐ shwōhwà ne.

Bàba syàndzài tīng chángpyār ne.

Wó jyějye dzài sywésyàu nyànshū ne.

Tsúng ... Lái

Ní jyějye tamen tsúng syāngsya lái.

Wǒ gēge tamen tsúng chéng lǐtou lái.

Chén Jyā-jyùn tsúng sywésyàu lái.

Jāng Měi-fāng tsúng túshūgwǎn lái.

Wáng Lǎushǐ tsúng jyā lǐ lái.

Lǐ Syānsheng tsúng wàitou lái.

Ba (Probability)

Bàba dzài jyā ba.

Fàn kwài hǎule ba.

Nǐ gēge yě chǔ ba.

Tā mèimei yě yíkwār lái ba.

Tā dzài lóushang dǎ máuyī ba.

Jyējye míngtyan tsung syāngsya lái ba.

Ba (Request)

Nǐ bǎi-ibǎi jwōdz ba.

Jyàu tāmen lái chǎfàn ba.

Nǐ dài wàitou chǔ wár ba.

Nǐ dài nèr chǔ kàn dyànshè ba.

Nǐ géi wǒ yìbēi bīngshwēi ba.

Nǐ shàng chéng lǐtou chǔ mǎi dūngsyi ba.

Le (Imminent change of status)

Wǒ kwài èle.

Fàn kwài hǎule.

Tā kwài láiile.

Wǒ kwài chǎfànle.

Tāmen kwài chǔle.

Wǒmen kwài bǎule.

N Sp-M N

Dzwōbyār nèige chōuti lí hái yōu.

Yōubyār nèige jwōdz shang yé yōu.

Nīmen nèige shūjyādz shang yóu hēn dwō shū.

Wōmen jèige túshūgwān yōu Jūngwen dzdyān.

Jyā-jyùn nèipār chīngtsai hén hāushf.

Mēi-fāng nèikwài nyóupái yē bútswò.

ProN N

Ní jyēve tsúng syāngsya láí.

Wō bàba dàu chéng lítou chyùle.

Tā māma dzài nēr mǎi dūngsyi.

Wō mèimei méiyōu Yíngwen dzájr.

Ní gēge míngtyan dàu nār chyù?

Tā dìdi dzài wàitou wár ne.

S V PE

Wō dìdi chyù wárle.

Tā chyù kàn dyànshè le.

Wōmen chyù dǎ máuyī chyù.

Tāmen chyù mǎi dūngsyi.

Ní chyù tīng chāngpyār ma?

Wō chyù jyàu tāmen láí chfànle.

SUBSTITUTION DRILLLāushĕ

Tā dzài waitou ne.

lĭtou

lóushang

lóusyà

túshūgwǎn

Jyějye tsúng syāngsya láí.

chéng lí

sywésyàu

jyàushĕ lí

túshūgwǎn

Tā gēn nĭ gēge dzài kètīng lí shwōhwà ne.

kàn dyànshĕ

tīng chāngpyār

chĕrfàn

kàn bàu

Sywésheng

Tā dzài waitou ne.

Tā dzài lĭtou ne.

Tā dzài lóushang ne.

Tā dzài lóusyà ne.

Tā dzài túshūgwǎn ne.

Jyějye tsúng syāngsya láí.

Jyějye tsúng chéng lí láí.

Jyějye tsúng sywésyàu láí.

Jyějye tsúng jyàushĕ lí láí.

Jyějye tsúng túshūgwǎn láí.

Tā gēn gēge dzài kètīng lí shwōhwà ne.

Tā gēn nĭ gēge dzài kètīng lí kàn dyànshĕ ne.

Tā gēn nĭ gēge dzài kètīng lí tīng chāngpyār ne.

Tā gēn nĭ gēge dzài kètīng lí chĕrfàn ne.

Tā gēn nĭ gēge dzài kètīng lí kàn bàu ne.

Ní jyějye tsúng syāngsya láí.

Tā māma

Wō bàba

Nǐ gēge

Tā mèimei

Ní jyějye tsúng syāngsya láí.

Tā māma tsúng syāngsya láí.

Wō bàba tsúng syāngsya láí.

Nǐ gēge tsúng syāngsya láí.

Tā mèimei tsúng syāngsya láí.

Ní bǎiyibǎi jwōdz ba.

nyànshū

chǐfàn

kànkān dyànshè

hē nyóunǎi

Ní bǎiyibǎi jwōdz ba.

Nǐ nyànshū ba.

Nǐ chǐfàn ba.

Nǐ kànkān dyànshè ba.

Nǐ hē nyóunǎi ba.

Tā mèimei yídìng láí.

chǔ

mǎi

tīng

chǐ

Tā mèimei yídìng láí.

Tā mèimei yídìng chǔ.

Tā mèimei yídìng mǎi.

Tā mèimei yídìng tīng.

Tā mèimei yídìng chǐ.

Dzwōbyār nèige chōuti lí hái yǒu.

Yòubyār

Wàitou

Lǐtou

Lóusya

Dzwōbyār nèige chōuti lí hái yǒu.

Yòubyār nèige chōuti lí hái yǒu.

Wàitou nèige chōuti lí hái yǒu.

Lǐtou nèige chōuti lí hái yǒu.

Lóusya nèige chōuti lí hái yǒu.

Fàn kwài hǎule ba.

Nyóupái

Jáji

Chāumyàn

Chāufàn

Fàn kwài hǎule ba.

Nyóupái kwài hǎule ba.

Jáji kwài hǎule ba.

Chāumyàn kwài hǎule ba.

Chāufàn kwài hǎule ba.

Ní dzēmme lǎu wàng a.

kàn

chyù

chǐ

tīng

Ní dzēmme lǎu wàng a.

Ní dzēmme lǎu kàn a.

Ní dzēmme lǎu chyù a.

Ní dzēmme lǎu chǐ a.

Ní dzēmme lǎu tīng a.

Tā bǔnéng tyāntyan hē jyōu.

kàn dyànshǐ

tīng chāngpyār

wár

Tā bǔnéng tyāntyan hē jyōu.

Tā bǔnéng tyāntyan kàn dyànshǐ.

Tā bǔnéng tyāntyan tīng chāngpyār.

Tā bǔnéng tyāntyan wár.

Wǒ chyù jyàu tāmen lái chǐfànle.

nyànshǐle

kàn dyànshǐ le

tīng chāngpyār le

Wǒ chyù jyàu tāmen lái chǐfànle.

Wǒ chyù jyàu tāmen lái nyànshǐle.

Wǒ chyù jyàu tāmen lái kàn dyànshǐ le.

Wǒ chyù jyàu tāmen lái tīng chāngpyār le.

REPLACEMENT DRILLLǎushǐ

Tā dzài wàitou ne.

lǐtou

Bàba

lóushang

Gēge

Jyějye tsúng syāngsya láí.

chéng li

Dìdi

sywésyàu

Jyā-jyùn

Tā gēn nǐ gēge dzài kètīng li
shwōhwà ne.

kàn shū

Jyěfu

chǐfàn

Lí Lǎushǐ

Sywésheng

Tā dzài wàitou ne.

Tā dzài lǐtou ne.

Bàba dzài lǐtou ne.

Bàba dzài lóushang ne.

Gēge dzài lóushang ne.

Jyějye tsúng syāngsya láí.

Jyějye tsúng chéng li láí.

Dìdi tsúng chéng li láí.

Dìdi tsúng sywésyàu láí.

Jyā-jyùn tsúng sywésyàu láí.

Tā gēn nǐ gēge dzài kètīng li shwōhwà ne.

Tā gēn nǐ gēge dzài kètīng li kàn shū ne.

Jyěfu gēn nǐ gēge dzài kètīng li kàn shū
ne.Jyěfu gēn nǐ gēge dzài kètīng li chǐfàn
ne.Lí Lǎushǐ gēn nǐ gēge dzài kètīng li
chǐfàn ne.

Tā mèimei yídìng lái.

chyù

Wǒ dìdi

chǐ

Ní jyěfu

Tā mèimei yídìng lái.

Tā mèimei yídìng chyù.

Wǒ dìdi yídìng chyù.

Wǒ dìdi yídìng chǐ.

Ní jyěfu yídìng chǐ.

Dzwōbyār nèige chōuti li hái yōu.

jwōdz shang

Yòubyār

shūjyàdz shang

Lítou

Dzwōbyār nèige chōuti li hái yōu.

Dzwōbyār nèige jwōdz shang hái yōu.

Yòubyār nèige jwōdz shang hái yōu.

Yòubyār nèige shūjyàdz shang hái yōu.

Lítou nèige shūjyàdz shang hái yōu.

Ní dzēmme lǎu wàng a.

chǐ

Tā

hē

Jāng Syānsheng

Ní dzēmme lǎu wàng a.

Ní dzēmme lǎu chǐ a.

Tā dzēmme lǎu chǐ a.

Tā dzēmme lǎu hē a.

Jāng Syānsheng dzēmme lǎu hē a.

Tā bǔnéng tyāntyan hē jyōu.

kàn dyànshǐ

Ní

tīng chāngpyār

Wōmen

Tā bǔnéng tyāntyan hē jyōu.

Tā bǔnéng tyāntyan kàn dyànshǐ.

Ní bǔnéng tyāntyan kàn dyànshǐ.

Ní bǔnéng tyāntyan tīng chāngpyār.

Wōmen bǔnéng tyāntyan tīng chāngpyār.

Wǒ chǔ jǐu tāmen lái chǔfànle.

nyànshūle

Tā

kàn diànshì le

Mèimei

Wǒ chǔ jǐu tāmen lái chǔfànle.

Wǒ chǔ jǐu tāmen lái nyànshūle.

Tā chǔ jǐu tāmen lái nyànshūle.

Tā chǔ jǐu tāmen lái kàn diànshì
le.

Mèimei chǔ jǐu tāmen lái kàn
diànshì le.

RESPONSE DRILLLǎushīSywésheng

Nǐ dìdi dzài nǎr?

(wàitou)

(lǐtou)

(lóushang)

(lóusya)

Tā dzài wàitou ne.

Tā dzài lǐtou ne.

Tā dzài lóushang ne.

Tā dzài lóusya ne.

Nǐ mèimei syàndzài gàn shénma ne?

(dǎ máuyī)

(dzwò syítí)

(kàn dyànshè)

(jǎu shū)

Tā syàndzài dǎ máuyī ne.

Tā syàndzài dzwò syítí ne.

Tā syàndzài kàn dyànshè ne.

Tā syàndzài jǎu shū ne.

Bàba dzài jyā ma?

(dzài)

(búdzài)

Tā dzài jyā.

Tā búdzài jyā.

Nǐ míngtyan syǎng dàu nǎr chyù?

(chéng lí)

(syǎngsya)

(sywésyàu)

(túshūgwǎn)

Wǒ míngtyan syǎng dàu chéng lí chyù.

Wǒ míngtyan syǎng dàu syǎngsya chyù.

Wǒ míngtyan syǎng dàu sywésyàu chyù.

Wǒ míngtyan syǎng dàu túshūgwǎn chyù.

Shéi tsúng syāngsya láí?

(ní jyějye)

(ní gēge)

(ní Bàba)

(ní dìdì)

Wó jyějye tsúng syāngsya láí.

Wó gēge tsúng syāngsya láí.

Wó Bàba tsúng syāngsya láí.

Wó dìdì tsúng syāngsya láí.

Dzwōbyār nèige chōuti lí hái yōu ma?

(hái yōu)

(méiyōu)

Dzwōbyār nèige chōuti lí hái yōu.

Dzwōbyār nèige chōuti lí méiyōule.

Tā mèimei yídǐng láí ma?

(yídǐng)

(bùyídǐng)

Tā mèimei yídǐng láí.

Tā mèimei bùyídǐng láí.

Nǐ chyu jyau shéi láí chřfàn ne?

(Jyā-jyùn)

(Měi-fāng)

(Wáng Lāushř)

(Lǐ Syānsheng)

Wó chyu jyau Jyā-jyùn láí chřfàn.

Wó chyu jyau Měi-fāng láí chřfàn.

Wó chyu jyau Wáng Lāushř láí chřfàn.

Wó chyu jyau Lǐ Syānsheng láí chřfàn.

DIRECTED CONVERSATIONLǎushǐ

Nǐ wèn tā, tā dìdi dzài nǎr.

Nǐ wèn tā, tā mèimei syàndzài gàn shémma.

Nǐ wèn tā, tā Bàba dzài budzài jyā

Nǐ wèn tā, tā míngtyan shàng chéng lí chyu ma.

Nǐ wèn tā, shéi tsúng syāngsya lái.

SywéshengNǐ dìdi dzài nǎr?

Tā dzài wàitou ne.

Tā dzài lóushang ne.

Tā dzài kètīng lí ne.

Wǒ bùjǐdau tā dzài nǎr.

Tā dàgài dzài lǐtou ba.

Nǐ mèimei syàndzài gàn shémma?

Tā syàndzài dǎ máuyǐ ne.

Tā syàndzài chǐfàn ne.

Tā syàndzài tīng chángpyār ne.

Tā syàndzài nyànshū ne.

Tā syàndzài jǎu Jūngwen dǎdǎn ne.

Nǐ Bàba dzài jyā ma?

Tā dzài jyā.

Tā búdzài jyā.

Nǐ míngtyan shàng chéng lí chyu ma?

Wǒ míngtyan shàng chéng lí chyu.

Wǒ míngtyan búshàng chéng lí chyu.

Shéi tsúng syāngsya lái?

Wǒ jyějye tsúng syāngsya lái.

Wǒ gēge tsúng syāngsya lái.

Nǐ wèn tā, dzōubyār nèige chōuti
lǐ hái yǒu sháur ma.

Dzwōbyār nèige chōuti lǐ hái yǒu
sháur ma?

Dzwōbyār nèige chōuti lǐ hái yǒu
sháur.

Dzwōbyār nèige chōuti lǐ hái yǒu
hēn dwō sháur.

Dzwōbyār nèige chōuti lǐ méiyǒu
sháur le.

Nǐ wèn tā, tā mèimei yídǐng lái ma.

Nǐ mèimei yídǐng lái ma?

Wǒ mèimei yídǐng lái.

Wǒ mèimei bù yídǐng lái.

Nǐ wèn tā, fàn kwài hǎule ma.

Fàn kwài hǎule ma?

Fàn kwài hǎule.

Fàn hái méihǎu ne.

Nǐ wèn tā, tā chǎu jǐu shéi lái
chǎu.

Nǐ chǎu jǐu shéi lái chǎu?

Wǒ chǎu jǐu wǒ gēge lái chǎu.

Wǒ chǎu jǐu wǒ dìdì lái chǎu.

Wǒ chǎu jǐu tāmen lái chǎu.

DIALOGUE EXPANSION

Jāng Měi-fāng dzài lóushang ma?

Tā búdzài lóushang.

Nà tā dzài nǎr?

Tā dàgài dzài kètīng li kàn bàu ba.

Bàba dzài jyā ma?

Búdzài. Tā gēn nǐ gēge shàng chéng lǐtōu chyùle.

Tāmen shàng chéng li chyù dzwò shémma chyù?

Tāmen chyù mǎi yǐdyār dūngsyi.

Jyējyē tamen mǐngtyan yídīng tsúng syāngsya lái ma?

Bùyídīng. Kěshr nǐ jyěfu yídīng lái.

Nǐ jǐdau shéi dzài lóusya ma?

Wǒ mèimei dzài lóusya dǎ máuyī ne.

Nǐ dìdi syāngdzài gàn shémma ne?

Tā dzài lǐtōu wár ne.

Wǒmende fàn kwài hǎule ba.

Hái méihǎu ne. Kěshr nǐ syān chyù bǎiyibǎi jwōdz ba.

Nǐ yào bǎi shémma dūngsyi.

Wǎn, kwàidz, dyédz, sháur, jyàngyóu, tsù dōu yào bǎi.

Mā, shǎule yíge jyǒubēi le?

Nǐ dzēmme yé bǎile jyǒubēi le?

Wǒmen jǐntyan wǎnshang bùhē jyǒu ma?

Bùhē, wǒmen bùnéng tyāntyan hē jyǒu.

NARRATION

Jyā-jyùn bùjǐdau tā dìdì dzài nǎr. Tā wèn māma tā dìdì dzài nǎr. Tā māma shwō tā dìdì gēn tā mèimei dzài wàitou wár. Tā Bàba yǐjīng dzài jyā, gēn tā gēge dzài kètīng lǐ shwōhwà. Jyā-jyùnde jyějyē míngtyan tsúng syāngsya lái, kěshr tā jyěfu bùydǐng gēn tā jyějyē yíkwàr lái. Tā jyěfude mèimei hén syǐhwan Jyā-jyùn. Tā míngtyan yídǐng gēn tā jyějyē yíkwàr lái.

Jyā-jyùn yǐjīng èle. Tā wèn tā māma fàn kwài hàule méiyóu. Tā māma shwō kwài hàule, jyàu tā chyù bǎiyībǎi jwōdz. Tā bǎile hén dwō dūngsyi. Yóu wǎn, yóu sháur, yé yóu kwàidz. Kěshr tā wàngle jyàngyóu tsù. Jyā-jyùn syāng bái jyōubēi. Kěshr tā māma shwō tā Bàba bùnéng tyāntyan hē jyōu, tā jyòu bùbái jyōubēi le.

RHYMES

Bàba gēge dōu dzài jyā,
Dìdi mèimei dzài wàitou.
Jyējye dzài syāngsya,
Wōmen tyāntyan dōu syāng tā.

Jyā-jyùn èle syāng chřfàn,
Māma shwō fàn kwài hǎule.
Jyā-jyùn jyòu chyù bǎi jwōdz,
Yìhwěr jyàu tāmen chřfàn ba.

PROGRESS EVALUATION

1. Listening and Speaking (Student listens to the tape and responds according to the proper sentence he has learned. Several correct responses to each utterance may be possible, but the most direct one taught and practiced in this unit is suggested in parentheses.)

Nǐ dìdi dzài nǎr?

(Tā dzài wàitou wár ne.)

Bàba dzài jyā ma?

(Tā dzài jyā.)

Nǐ mèimei syàndzài gàn shémma ne?

(Tā dzài lóushang dǎ máuyī ne.)

Míngtyan ní syǎng shàng nǎr chyù?

Shéi tsúng syāngsya lái?

(Wó jyějye tsúng syāngsya lái.)

Ní jyěfude mèimei yídìng lái ma?

(Tā yídìng lái.)

Fàn kwài hǎule ma?

(Fàn kwài hǎule.)

Jyā-jyùn shǎule shémma?

(Tā shǎule yībǎ sháur.)

Dzài nǎr hái yǒu sháur?

(Dzwōbyār nèige chōuti lì hái yǒu.)

Jyā-jyùn bǎile jyàngyóu tsù méiyóu?

(Tā wàngle.)

Māma dzēmme búyào bái jyǒubēi?

(Bàba bùnéng tyāntyan hē jyǒu.)

2. Auditory Comprehension (Retell the following passages in English)

Jyā-jyùn wèn tā Māma tā dìdi dzài nǎr. Tā Māma shwō tā dìdi gēn tā mèimei dzài wàitou wár.

Tā Bāba yǐjīng dzài jyā, gēn tā gēge dzài kètīng lǐ shwōhwà.

Jyā-jyùnde jyějye míngtyan gēn tā jyěfude mèimei tsūng syāngsya lái.

Jyā-jyùn yǐnjīng ēle. Tā Māma shwō fàn kwài hǎule, jyàu tā chyù bǎi jwōdz. Tā bǎile wǎn, kwàidz, dzédz, sháur, kěshr wàngle jyàngyóu tsù.

Jyā-jyùn yé syāng hái jyōubēi. Kěshr tā Māma búyàu tā bǎi. Tā Māma shwō tā Bāba bùnéng tyāntyan wǎnshang hē jyōu.

3. Reading and Writing (Chinese characters)